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ABSTRACT

This curriculum guide for Fort Worth schools covers grade 6 social studies, Texas history/geography, United States history/citizenship, pointers on how to study, and cultural studies. The guide includes the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units which show the instructional planning process or kind of thinking that teachers engage in as they plan instruction; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

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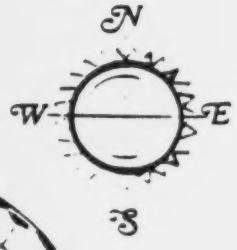
MIDDLE SCHOOL SOCIAL STUDIES

Social Studies 6
Texas History/Geography
United States History/Citizenship
How to Study
Cultural Studies



FORT WORTH

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FORT WORTH, TEXAS
1989

SO 130 471

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

"The challenge... is to prepare all students to participate in further education and to become productive employees..."

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1990

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

"...this document includes a statement of philosophy and broad goals... objectives...scope and sequence... instructional planning guides which include teaching activities... [and] sample units..."

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

To The Teacher:

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, and strategies which integrate content and cognition.

Teachers and staff have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or course, prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types,** and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies,** annotated lists of school and community **resources, reading lists,** and other supplementary materials.

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
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Nancy Timmons, Director
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August, 1990

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

To ensure broad-based participation in the development of this document, curriculum writing teams were composed of teachers representing a cross section of the Fort Worth Independent School District. In addition, various curriculum components were validated through sampling procedures involving the entire district. This document, therefore, is the result of the efforts and collaboration of many teachers and administrators.

The Social Studies Department gratefully acknowledges the contributions of persons who served on curriculum writing committees as well as those who participated in the validation process. Members of the curriculum writing committees are as follows:

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SOCIAL STUDIES EDUCATION
GRADES PK-12

> *We can chart our future clearly and wisely only when we know the path which has led to the present.*
>
> --Adlai Stevenson (1952)

PHILOSOPHY

The social studies program assumes responsibility for some of the major purposes of education: recognizing the diversity of cultural heritage and improving our society through the preparation of students for responsible citizenship. This means that the program must produce individuals who possess a working knowledge of the economic, geographic, cultural, political, and social factors that make up the human ecosystem. Students must also understand, experience, and gain appreciation for the principles of democracy, rule of law, fair play, the work ethic, and civic responsibility. Without a conscious effort to teach and learn these things, a free republic can not endure. Thus, a priority for the social studies program is to ensure the survival of the United States as a free nation through the development of enlightened democratic citizens. Social studies education is, therefore, centrally concerned with the teaching of citizenship and government.

Enlightened citizens have a knowledge of their past. Such knowledge informs and builds on the strengths of the past and avoids the repetition of its errors. Social studies education, then, is concerned with history. An emphasis on the chronology of history does not negate a thematic approach to the other social sciences but builds upon the interrelationships existing among the disciplines.

Social studies education is likewise concerned with geography. It begins with place awareness and knowledge of physical characteristics and leads to awareness of the decision-making process in relation to the environment. Responsible citizenship presumes an ability to participate effectively at local, state, national, and international levels. Social studies education must prepare students for informed economic decision making based on the ability to analyze the operations, benefits, and limitations of our free enterprise system. Finally, recognizing the multi-ethnic population of our society leads to an awareness of our cultural diversity. Shared cultural knowledge is important because it is basic to an understanding of our pluralistic society.

PHILOSOPHY continued

Students must be able to understand and function in an ever changing, complex world of interdependence. They must be prepared to work creatively, aesthetically, and ethically toward the resolution of human problems. This ability depends on the nurturing of favorable attitudes and a general and widespread proficiency in basic intellectual as well as participatory skills. Social studies education, therefore, is concerned with multi-cultural studies, critical thinking and decision-making skills, and integrating these skills into the total program.

SOCIAL STUDIES EDUCATION
GRADES PK-12

RATIONALE AND PURPOSE

The purpose of this guide is to provide teachers a tool for planning instruction in social studies which is targeted toward local goals and objectives as well as to the Texas Education Agency essential elements. This document is not designed to be restrictive; rather, it should assist teachers in making instructional decisions which will result in the mastery of objectives by all students.

This guide has been prepared to serve the social studies program in the following ways:

- Improve curriculum, instructional planning, and decision making
- Provide criteria for the selection of textbooks, supplemental instructional materials, and assessments
- Communicate curriculum content to educators and the community
- Provide instructional strategies for PK-12 articulation

SOCIAL STUDIES EDUCATION
GOALS

The student will:

1. **Recognize** the past, present, and future consequences and/or implications of geography, history, economics, politics, and other social science disciplines on humankind.

2. **Demonstrate** an understanding that people and the environment are interrelated.

3. **Demonstrate** a global awareness and understanding of world-wide interdependence.

4. **Demonstrate** an awareness, appreciation, and acceptance of cultural diversity.

5. **Demonstrate** an awareness and basic understanding of social problems, concerns, and issues.

6. **Demonstrate** an understanding of and support for the democratic process.

7. **Assume** economic, civic, and cultural responsibilities.

8. **Apply** problem-solving techniques to real-life situations.

9. **Demonstrate** effective communication skills in order to function in a global society.

10. **Integrate** and apply concepts from various social science disciplines.

SOCIAL STUDIES

PREREQUISITES/ENTRY CRITERIA FOR HONORS COURSES

HIGH SCHOOL

8035 Honors World History Studies IA (W HIST 1A/H)
8036 Honors World History Studies IB (W HIST 1A/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies or English language arts course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 9-12

8065 Honors United States History IA ACT (US HIST 1A/H)
8066 Honors United States History IB ACT (US HIST 1B/H)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11

8215 AP United States History Studies IA (US HIST 1A/HP)
8216 AP United States History Studies IB (US HIST 1B/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 10-12

8136 AP American Government and Politics IA (US GOVT 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8098 AP Economics IA (Macroeconomics) (ECO-FE 1A/HP)
Fulfillment of four of the following:
- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

8099 AP Economics IB (Microeconomics) (ECO-FE 1B/HP)

Fulfillment of four of the following:

- 85 or higher in prior social studies course
- 85th percentile or higher on the social studies component of a standardized test
- teacher recommendation
- parental approval
- student interest

Grade Placement: 11-12

EXIT PROCEDURES FOR HONORS COURSES

1. At the end of the first three weeks of the course, a student-parent-teacher conference must be held for students with a course average of 80 or lower to discuss the student's academic progress. As a result of this conference

   - the student may be exited from the course and placed in another appropriate course

     or

   - a plan for the improvement of the student's performance in the course will be developed, agreed to, and implemented.

2. Prior to the end of the first six weeks of the course, a student-teacher-parent conference must be held for students failing to maintain a passing grade of 70. Options to be discussed at the conference are

   - exiting the student from the course and placement in another appropriate course

     and

   - developing a plan for the improvement of the student's performance with specific target dates for progress reports to student and parent.

Any recommendations to exit students from honors courses after the first six weeks of instruction must be considered very carefully and are to be made only after a conference which includes student, teacher, parent, and principal.

Social Studies
GRADE SIX
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
A. STRAND 1 [Personal, social, and civic responsibilities]		
1. Explain the role of compromise as a method of resolving conflict	1A	
2. Evaluate current world problems and their effect on the lives of the American people	1A,C	R1
3. Examine the principle of majority rule and minority rights	1B	R1
4. Explain why society should respect the individual's rights to hold different political and religious beliefs	1C	
B. STRAND 2 [American economic system]		
1. Compare and contrast the economic importance of regions of the world, and give examples of economic interdependence among nations	2A,B	R3
2. Explain and give examples of why value and dignity of work are important to an individual	2C	
3. Classify the characteristics of the major types of economic systems (traditional, market, command)	2D	R3
4. Examine and relate the role of competition in a market economy	2E	
C. STRAND 3 [Historical data about Texas, the United States, and the world]		
1. Identify and evaluate contributions of various cultures, bringing out examples of cultural borrowing among societies, past and present, and their effect on world civilization	3A,6A	R3,4
2. Identify and evaluate significant political, historical, social personalities and their contributions to world history	3B	R6
3. Compare and contrast physical characteristics of major world civilizations	3C	R3,6,7
4. Examine major events and eras in world history and the resulting economic changes brought about by wars, revolutions, the Renaissance, European exploration, and the Middle Ages	3D	R3,6,

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
D. STRAND 4 [Institutions and processes of local, state, national, and other political systems]		
1. Examine the political contributions of early civilizations	4A	
2. Analyze contributions of other countries to the American political system	4A	
3. Analyze the characteristics of the different types of political systems	4B	
E. STRAND 5 [Local, state, national, and world geography]		
1. Compare cultural and geographical regions of the world (past and present) by examining population patterns and analyzing the importance of physical features on selected cultures	5A,B,C	R8
2. Analyze the effects that rivers and bodies of water had on the development of cultures and regions	3E	R3,7
3. Compare and contrast important geographical features and natural resources of selected regions and/or countries	5D,E	R3,7
4. Evaluate and utilize various types of map projections	5F	R3
5. Utilize latitude and longitude to locate sites on maps and globes	5G	R3
F. STRAND 6 [Psychological, sociological, and cultural factors affecting human behavior]		
1. Identify basic institutions common to all on all cultures	6B	
2. Describe how the laws, mores, and customs of a society affect behavior	6C	
3. Explain how decisions made in one's self-interest may benefit others	6D	

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
G. STRAND 7 [Social studies skills]		
1. Construct and/or interpret timelines relating to a sequence of historical events	7A	R9
2. Utilize and/or construct maps, tables, charts, and graphs to analyze world situations		
3. Compare and contrast different points of view in a given situation	7B	R6,7
4. Organize data to support or refute a particular point of view regarding a national/international situation.	7C	R6,7

Social Studies, Grade 6
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
The following objectives should be taught sequentially as listed. The textbook information is presented as 5 (five) geographic areas -- the Middle East, Europe, Africa, Asia, and the Western Hemisphere. The objectives may be taught in sequence as related to one geographic area or in sequence as related to all five geographic areas simultaneously.	*The World: Past and Present*, HBJ
D. STRAND 4	
*1. Examine the political contributions of early civilizations (4A)	Chapters 1, 4, 6, 9 Filmstrips on ancient civilization from National Geographic 1. Mesopotamia and Egypt 2. Greece 3. Rome 4. Africa 5. China Fort Worth Museum of Science and History

Non-Sequential Objectives (Essential Elements)	Resources
A. STRAND 1	
*1. Explain the role of compromise as a method of resolving conflict (1A)	Chapters 1, 5, 8 TRB: pp. 25, 61
*2. Evaluate current world problems and their effect on the lives of the American people (1A, C)	Chapters 14, 15, 17 Newspapers Magazines Television News
3. Examine the principal of majority rule and minority rights (1B)	Chapters 5, 11, 19 TRB: pp. 39, 65, 66, 82
*4. Explain why society should respect the individual's rights to hold different political and religious beliefs (1C)	Chapters 2, 5, 14, 15 TRB: pp. 25, 80-83
B. STRAND 2	
*1. Compare and contrast the economic importance of regions of the world, and give examples of economic interdependence among nations (2A, B)	Chapters 3, 8, 15, 16 TRB: pp. 23-27, 61, 77
*2. Explain and give examples of why value and dignity of work are important to an individual (2C)	Chapters 1, 6, 8, 14 TRB: pp. 117, 118, 127, 128
3. Classify the characteristics of the major types of economic systems (traditional, market, command) (2D)	Chapter 13 TRB: pp. 127, 128, 141
*4. Examine and relate the role of competition in a market economy (2E)	Chapter 14 TRB: pp. 127, 128

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
C. STRAND 3	
*1. Identify and evaluate contributions of various cultures, bringing out examples of cultural borrowing among societies, past and present, and their effect on world civilization (3A, 6A)	Chapters 3-5, 7, 9 TRB: pp. 10, 11, 15, 17, 34, 35, 37, 38, 83, 87 Filmstrips on ancient civilization from National Geographic Fort Worth Museum of Science and History Chapters 4, 5, 8, 10, 14, 15 TRB: pp. 22, 29, 30, 35, 37, 38, 50, 72, 78
*2. Identify and evaluate significant political, historical, social personalities and their contributions to world history (3B)	Chapters 1-3, 5-9, 11-14, 16-19 TRB: pp. 12, 15, 24, 25, 34, 53, 56, 58, 81, 94, 98, 104
*3. Compare and contrast physical characteristics of major world civilizations (3C)	Chapters 1-2, 4-7, 9, 12-14 Filmstrips on ancient civilization from National Geographic 1. Mesopotamia and Egypt 2. Greece 3. Rome 4. Africa
*4. Examine major events and eras in world history and the resulting economic changes brought about by wars, revolutions the Renaissance, European exploration, and the Middle Ages (3D)	Chapters 1, 3-4, 7-8, 13, 16 TRB: pp. 10, 11, 15, 35, 38, 46, 47, 70, 71, 101, 102 Almanac Encyclopedia Kimbell Art Museum
D. STRAND 4	
*2. Analyze contributions of other countries to the American political system (4A)	Chapters 1, 4, 6, 9 TRB: pp. 34, 39, 41, 48, 65, 66
*3. Analyze the characteristics of different types of political systems (4B)	Chapters 4, 5, 10 TRB: pp. 12, 39, 62, 65, 66, 102, Encyclopedia
E. STRAND 5	
*1. Compare cultural and geographical regions of the world (past and present) by examining population patterns and analyzing the importance of physical features on selected cultures (5A, B, C)	Chapters 10, 13, 15, 16 TRB: pp. 22, 24, 54, 55, 96, 97, 114, 115 World political and physical maps Chapters 3, 11, 13-16, 18, 19 TRB: pp. 31, 54, 69, 84, 85, 91, 99 Almanac

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
STRAND 5 (continued)	
*2. Analyze the effects that rivers and bodies of water had on the development of cultures and regions (3E)	Chapters 2-5, 7, 11, 12, 14 TRB: pp. 7, 9, 23, 31, 32, 83, 91, 99, 105, 129, 137, 139 Physical map of the world Geography of Europe and the Soviet Union from National Geographic filmstrip. Fort Worth Museum of Science and History Re
*3. Compare and contrast important geographical features and natural resources of selected regions and/or countries (5D, E)	Chapter 3, 12-16, 18, 19 TRB: pp. 4, 7, 8, 18, 19, 24, 31, 32, 90, 96, 99, 120, 129 Encyclopedia Geography of Europe and the Soviet Union from National Geographic filmstrip
4. Evaluate and utilize various types of map projections (5F)	Chapter 17 TRB: pp. 133, 134
5. Utilize latitude and longitude to locate sites on maps and globes (5G)	Chapters 1-19 TRB: pp. 4, 5 Political map of the world
F. STRAND 6	
*1. Identify basic institutions common to all cultures (6B)	Chapters 1, 4 TRB: pp. 3, 14, 23, 24, 29, 30, 81
2. Describe how the laws, mores, and customs of a society affect behavior (6C)	Chapters 1, 5, 14, 17 TRB: pp. 34, 41, 50, 104
*3. Explain how decisions made in one's self-interest may benefit others (6D)	Chapters 8, 16, 18, 19 TRB: pp. 127, 128, 150, 151
G. STRAND 7	
*1. Construct and/or interpret timelines relating to a sequence of historical events (7A)	Chapters 1, 2, 4, 5, 8, 10, 12-14, 16-18 TRB: pp. 12, 13, 16, 45, 55, 59, 62, 63, 95, 100, 136, 138, 145
*2. Utilize and/or construct maps, tables, charts, and graphs to analyze world situations	Chapters 1-19 World maps, state maps, and local maps Almanac Newspapers Magazines
*3. Compare and contrast different points of view in a given situation (7B)	Chapters 3, 13, 18 TRB: pp. 62, 80, 104, 140
*4. Organize data to support or refute a particular point of view regarding a national/international situation (7C)	Chapters 1-3, 18 TRB: 64, 74, 98, 117, 123

***Certain objectives are taught throughout the course/grade level.**

SS-6

Social Studies
GRADE SEVEN
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
A. STRAND 1 [Exploration and colonization of Texas]	CONTENT	
1. Differentiate and analyze the early cultures of Texas	1A	R3,9
2. Analyze the reasons for European exploration and colonization of Texas	1B	R4,5
3. Identify and explain the significance of historical personalities relating to the development of Texas (e.g., Cabeza de Vaca, Estevanico, LaSalle, Moses and Stephen Austin, and others)	1C	R7
B. STRAND 2 [Achievements of Texas independence]		
1. Evaluate the reasons for the conflict with Mexico that led to Texas independence (e.g., cultural, political, and economic differences)	2A	R4,7
2. Analyze the contributions of significant individuals in the struggle for Texas independence (e.g., Sam Houston, Santa Anna, Wiliam B. Travis, and others)	2B	R1,2
3. Explain the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War	2C,D	R4,6,7
4. Analyze the problems of Texas as a republic (e.g., money, Indians, and foreign affairs)	2E	R5,7
5. Analyze the historical developments leading to Texas statehood	2F	
6. Analyze the various cultural and racial groups that settled in Texas and their contributions to the state (Mexicans, Blacks, Germans, Irish, Poles, and others)	3F	R6
C. STRAND 3 [Political and social history of Texas]		
1. Evaluate the role of Texas in the Civil War (e.g., reasons for secession, leaders, battles, economic aspects)	3A	
2. Analyze the effects of the Texas Constitution of 1876 on political developments in Texas	3B	

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
3. Classify the structure and function of government at local and state levels	3C	
4. Analyze significant events and roles of individuals in Texas history from Post-Reconstruction to present (e.g., conservative vs liberal, the Depression, the Civil Rights Movement, James Hogg, the Fergusons, Lyndon Johnson)	3D,E	
5. Examine the structures and operation of public education in Texas	3G	
D. STRAND 4 [Geography and economic growth of Texas]		
1. Compare and contrast the physical, cultural, and economic features of the geographic regions of Texas	4A,B	
2. Explain the role of geography on the settlement and development of Texas	4C	
3. Locate places of historical and geographic significance in Texas	4D	
4. Explain reasons for and results of urbanization of the state	4E	
5. Analyze the role of major industries on the economic development of Texas (cattle, oil, electronics, defense, and others)	4F	
E. STRAND 5 [Social studies attitudes, values, and skills for citizenship]	VALUES	
1. Explain why individuals should have respect for self and others	1A-D	
2. Identify and evaluate examples of democratic beliefs and personal responsibility	2A-L	
3. Explain why U.S. citizens should support the American economic system	3A-J	
4. Apply social studies skills • Analyze and synthesize information • Draw conclusions, make inferences, and develop criteria for making judgments • Understand cause/effect relationships • Locate and gather information • Distinguish fact from opinion • Organize and express ideas in written form • Use problem-solving skills • Sequence historical data and information	4A-M	R4-7, 9,10, W7,10

SOCIAL STUDIES, GRADE 6

A. STRAND 1: PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITIES

OBJECTIVE 1: EXPLAIN THE ROLE OF COMPROMISE AS A METHOD OF RESOLVING CONFLICTS

Resources

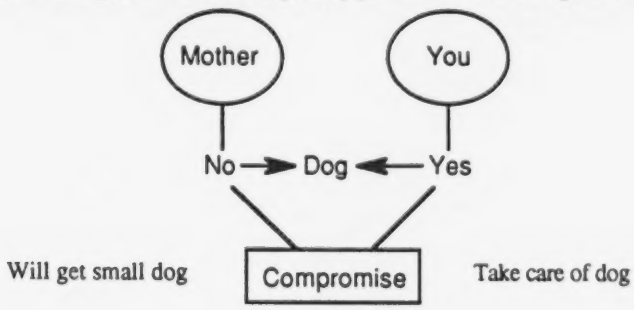
The World Past and Present, pp. 319-324
MP51147, Focus on the UN
MP51141, Mankind at the Crossroads

TEACHING ACTIVITY: Write "compromise" on the chalkboard and elicit from students a working definition. Discuss the meaning of compromise and have students relate situations in which they have had to compromise. Discuss what happens when there is no compromise, leading to the concept of conflict. Extend the discussion to include compromise as a means to resolve conflicts in groups, business, government, and internationally as in the United Nations. Read pages 319-324, in *The World Past and Present* as the United Nations reference. Have available for use newspaper clippings and magazine articles about the United Nations; encourage discussion on how compromise was used in each situation that was presented.

Assessment: Students will write an essay on the importance of compromise either in their life, in business, in government, or in the United Nations.

RETEACHING ACTIVITY: Define compromise and conflict and give examples such as:

You want a dog, and your mother says no. You promise to clean up after it, to feed it, and to take it for walks. Your mother then says yes if you do as you pormise and it is not a big dog. That is a compromise. A conflict would be if your mother said no and did not change her answer even though you promised to take good care of the dog all by yourself. Draw a diagram on the board to illustrate:



Have students give examples of compromise and conflict. Present students with conflict situations such as the following:

In order to raise money, the students want to have a dance at school one evening. The staff disapproves because of lack of funding for music, decorations, security, and problems getting chaperones.

Divide students into two groups--students and staff. Each group is to list why they think they are right. Put reasons on the chalkboard. Have students discuss compromise and try to reach a solution. Discuss the outcome.

Resources

Assessment: Students will write a possible solution to the following situation and explain the difference between a compromise as a solution and a conflict.

A friend has asked you to go to the movies; your parents have said no, because your room is a mess, you haven't done your chores, and you don't have the money.

EXTENSION: Have strips of paper prepared with conflict situations such as:

1. Your mother wants you to learn to play the piano; you aren't interested.
2. Your friends are talking about your favorite teacher; they don't like her.

Students will prepare a skit showing how they would use compromise to solve each conflict.

SOCIAL STUDIES, GRADE 6

A. STRAND 1: PERSONAL, SOCIAL, AND CIVIC REPONSIBILITIES

OBJECTIVE 2: EVALUATE CURRENT WORLD PROBLEMS AND THEIR EFFECT ON THE LIVES OF THE AMERICAN PEOPLE

Resources

TEACHING ACTIVITY: This will be an ongoing activity all year with assessments each week. During the first part of the lesson, define the following terms:

World map, current newspapers, and magazines

- current
- problem
- solution
- news article
- current affairs
- summarize

Name one day as "Current Affairs Day." For each such day, select three students to bring in a news article which presents a problem about the region which is being studied: for example, when studying the Middle East, students will bring in news articles about problems in Israel or Syria or any Middle Eastern country. The student will summarize his/her article orally.
Ask such questions as:

1. What countries are involved?
2. What is the problem?
3. Why is this a problem?
4. Were any solutions suggested; if so, what were the solutions?
5. If no solutions were suggested, what might a solution be for this problem?

Assessment: Students will select one news article from the three that were summarized and answer the following questions:

1. What was the news article about?
2. What countries were involved?
3. What was the problem?
4. What might be a solution?

RETEACHING ACTIVITY: The students will work in groups and look in a dictionary and write definitions of the following terms:

Current newspapers, magazines, and butcher paper

- current
- problem
- solution
- article
- summarize
- news

Students will be given copies of newspapers or current news magazines. Instruct them to find an article that states a problem and to read it carefully; also they may clip out the article. Students will write the problem found in the article, the countries involved, and any suggested solutions found in the article. This information will be shared orally with the class.

Assessment: On butcher paper, students will draw an illustration showing the problem they read about in the article. Students will then explain the drawings and the current world problem orally to the class.

EXTENSION: Each student will watch television news or read about a current world problem. They will form a current affairs panel and will present a "Newscast TV Show" to share the current world problems with the rest of the class.

A. STRAND 1: PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITIES

OBJECTIVE 3: EXAMINE THE PRINCIPLE OF MAJORITY RULE AND MINORITY RIGHTS

Resources

Magruder's *American Government*, pp. 13-14

The World Past and Present, pp. 307-311, 319-324

Webster's Dictionary

TEACHING ACTIVITY: Have students look in the dictionary to define:

- majority
- minority
- rights

Students will answer and discuss the following questions orally:

1. How are the principles of majority rule and minority rights alike?
2. How are the principles of majority rule and minority rights different?
3. Is majority rule a good principle? Why?
4. Why is minority rights an important principle?
5. Does majority rule guarantee minority rights?

Ask students how the class can be divided into majority and minority (e.g., age, hair color, sex, ethnic group, those wearing jeans). Choose one method and divide the class into two such groups, being sure each group includes minorities. Each group's assignment is to develop a set of rules (3 or more) for classroom behavior that would guarantee majority rule and minority rights.

After the allotted time, discuss the rules with the entire class, focusing on how each rule either shows or does not show the principles of majority rule and minority rights.

Assessment: Students will work in groups to develop and role play rules for classroom behavior based on the principles of majority rule and minority rights.

RETEACHING ACTIVITY: Write *majority* and *minority* on the chalkboard and ask students to define each word. (Majority means over 50% and minority means less than 50%.)

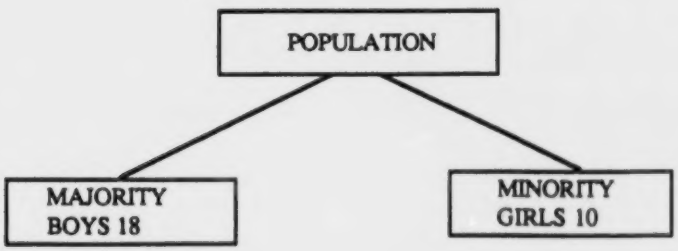
Ask all boys to stand, and the class will decide who is the majority and who is the minority. Once decided, write the correct classification under the words:

Example:	MAJORITY	MINORITY
	boys	girls

Next, ask all people wearing tennis shoes to stand. The class will decide if those wearing tennis shoes are a majority or minority, and this decision will be added to the classification on the board. Other criteria may be used to show majority and minority in the class.

Then, decide on *one* criteria for majority and minority such as boys and girls. Be sure this is not the same criteria as was used in the main activity. Write on the board a diagram such as:

Resources



Discuss the terms *majority rule* and *minority rights* and how they could apply to the majority and minority groups in the classroom. Cite such rules as:

1. All boys can sharpen their pencils anytime.
2. Girls must raise their hands to sharpen their pencils.
3. Boys will be allowed 10 minutes of classtime to work on homework.
4. Girls will be allowed 5 minutes of classtime to work on homework.

Discuss which rules show the principles of majority rules and minority rights.

Assessment: Using the attached handout, students will analyze the principles of majority rule and minority rights.

EXTENSION: Based on their knowledge of the principles of majority rule and minority rights, students will research possible changes that would take place if these principles were used in South Africa.

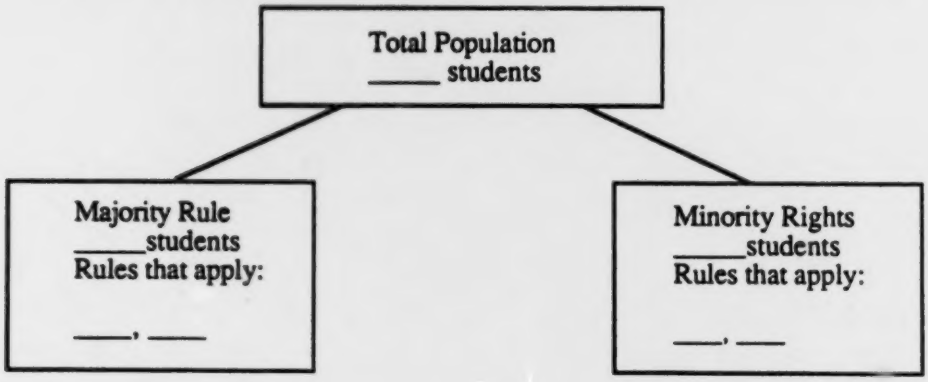
MAJORITY RULE--MINORITY RIGHTS

The criteria for majority and minority is the wearing of glasses. Looking at the picture above, circle the majority group with a red pencil and the minority group with a blue pencil.

Classify the following rules as they apply to the principle of majority rule or minority rights. Do this by placing the number of the rule in the correct block:

Rules:

1. Students will sit facing the board.
2. Those students with glasses will sit on the front row.
3. All students will attend physical education classes.
4. Those students with glasses will remove their glasses before playing a contact sport. They have the right to play and the right to protection from injury.



Student Handout
Reteaching Activity (A:3)
SS6

SOCIAL STUDIES, GRADE 6

A. STRAND 1: PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITIES

OBJECTIVE 4: EXPLAIN WHY SOCIETY SHOULD RESPECT THE INDIVIDUAL'S RIGHT TO HOLD DIFFERENT POLITICAL AND RELIGIOUS BELIEFS

Resources

TEACHING ACTIVITY: Lead a discussion of the following terms:

- respect
- political beliefs
- religious beliefs
- individual rights
- different

Discuss rules for listening to a speaker and list ways we can show respect toward a speaker. Rules might include:

1. Sit up straight in your chair or desk.
2. Be quiet and listen.
3. Ask a question only when the speaker asks for questions.
4. Raise your hand to ask a question.
5. Look at the speaker while he/she is talking.

During the study of the Middle East, have speakers from three religions (Islam, Christianity, Judaism) come in to talk with students about their religious beliefs. This activity can also be done using political differences.

Divide the class into three groups - each group representing one of the religious groups discussed. Each class group will research the religion, history, beliefs, and customs of its assigned topic. Have a sharing time to discus what each religion is about. You might also have a sharing of special foods. Discuss respect for each of these beliefs and why people have the right to hold different beliefs. Talk about the likenesses and differences and how we can show respect toward people who do not believe as we do.

Assessment: Students will write an essay on why individuals have the right to hold different religious beliefs. A title might be "Why I Respect the Religious Beliefs of Others."

RETEACHING ACTIVITY: Redefine the following terms by having students look them up in a dictionary.

- respect
- rights
- beliefs
- different

Pair the students into groups. Distribute previously prepared strips of paper with "situations" written on them that involve religious (or political) differences. Examples include:

1. One of you is a Christian and the other is a Hindu. The Christian has invited the Hindu to dinner.
2. You are Jewish and have invited a Christian friend to a religious celebration.

Students are to read their situations, research their topics, and role play the situation.

The World-Past and Present pp. 70-75

A Walker in Jerusalem

The World's Great Religions

Films:
MP70908, Israel

MP52423, Middle East- - The Building of a Dream

MP51596, Promised Land, Troubled Land: Israel's Struggle

Dictionaries
Encyclopedias

Assessment: Observation of the role play based upon:

1. Research of facts used in role play
2. Responses and reasoning done by students
3. The ability to show respect for others' beliefs
4. Creativity

EXTENSION: Students will research the Bill of Rights focusing on the preparation and beliefs that led to their adoption. Divide the class into two teams for a debate based on the possibility of including the following amendment to the Bill of Rights: "Citizens shall have the right to freedom of political beliefs and may organize and support political parties of their choice." Help each side with possible arguments for and against the resolution.

Rules for the debate will include:

1. Speakers are divided into two teams: an affirmative team which upholds the resolution of a new amendment and a negative team which opposes it.
2. Both teams will have the same number of debaters and the same time allocation.
3. Each team gives an opening speech and a closing speech.
4. The two teams alternate in presenting their arguments with the affirmative team opening and the negative team closing.
5. A chairman (teacher) presides over the debate.

Resources

D. STRAND 4: INSTITUTIONS AND PROCESSES OF LOCAL, STATE, NATIONAL, AND OTHER POLITICAL SYSTEMS

OBJECTIVE 1: EXAMINE THE POLITICAL CONTRIBUTIONS OF EARLY CIVILIZATIONS

Resources

TEACHING ACTIVITY: Using Transparency, "Governmental Contributions of Early Civilizations," lead class discussion on how Athens and Rome contributed to our democratic-republic form of government. Students will take notes using student handouts as reference source.

The World Past & Present, pp. 124, 143

Assessment: Using their completed student handouts, students will write a paper comparing and contrasting the governmental contributions of Athens and Rome.

RETEACHING ACTIVITY: Divide students into two groups. Using the textbook and student handouts, one group of students will list each contribution of the Athenians on a 4 x 6 index card; the other group will prepare index cards listing contributions of the Romans. Groups will make presentations to each other, and individual students will fill in their student handouts with any new information. Comparison-contrast papers will then be written by pairs of students consisting of one representative from each of the original groups.

The World Past & Present, pp. 124, 143-144

Assessment: Students will complete the Point of View Student Handout.

EXTENSION: Students will assume the role of a representative of a new country and prepare a persuasive speech to be given to the countrymen persuading them to adopt a specific characteristic that contributed to the formation of a representative-type government. Have students emphasize the importance of this contribution and relate its importance to the people of the new country.

The World Past & Present, pp. 124, 143-144

Student notes

GOVERNMENTAL CONTRIBUTIONS OF EARLY CIVILIZATIONS

CONTRIBUTIONS	ATHENS	ROME
FORM OF GOVERNMENT	UNICAMERAL - (Assembly) DEMOCRACY	BICAMERAL - (Senate and Civil Assembly) REPUBLIC
REPRESENTATION	Most chosen by drawing from male citizens 18 years or older. Every year 500 names drawn to serve. TERM: 1 year (Could not serve more than two times.) NO WOMEN OR FOREIGN BORN!	SENATE: Roman men - must be patricians (noble birth) TERM: Life CIVIL ASSEMBLY: Plebeians - common people (Could not become Senators)
GOVERNMENTAL RESPONSIBILITIES	Pass laws - Handle all governmental affairs	SENATE: Supervise governmental matters (Foreign affairs and military) CIVIL ASSEMBLY: Pass laws, elect officials, declare wars, pay taxes, and serve in military
GUARANTEED RIGHTS	Every male *citizen* 18 years or older would eventually serve as a representative in the Assembly.	TRIBUNE-Plebeians elected by Civil Assembly to guard rights of plebeians - Could VETO Senate and other officials TERM: 1 year
OTHER CONTRIBUTIONS	HELD TRIALS - Members acted as judges, jury members, lawyers and heard cases. TRIAL BY JURY	Established "The Twelve Tablets" - laws for the Roman empire WRITTEN LAWS

Transparency (D:1)
SS6

GOVERNMENTAL CONTRIBUTIONS OF EARLY CIVILIZATIONS

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FORM OF GOVERNMENT		
REPRESENTATION		
GOVERNMENTAL RESPONSIBILITIES		
GUARANTEED RIGHTS		
OTHER CONTRIBUTIONS		

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Student Handout (D:1)
Reteaching Activity
SS6

POINT OF VIEW

For each of the people listed below, write a point of view based on the issue given. Be specific in your reply. Continue on the back of this paper if necessary.

ISSUE #1: DID THE ATHENIANS CONTRIBUTE TO THE WORLD A TRUE DEMOCRATIC FORM OF GOVERNMENT?

a. An Athenian citizen: (male 18 years or older)

b. A woman living in Athens:

c. You:

ISSUE #2: SHOULD A ROMAN PLEBEIAN WHO IS AN ELECTED MEMBER OF THE ROMAN CIVIL ASSEMBLY OR AN ELECTED TRIBUNE MEMBER BE REQUIRED TO SERVE IN THE ARMY?

a. A Roman Senate member:

b. A Roman Civil Assembly member:

c. You

PLAN FOR A PAPER TO PERSUADE

You will assume the role of a representative of a new country and prepare a persuasive speech to be given to your country persuading them to adopt specific characteristics that contributed to the formation of a representative-type government. You should emphasize the important contributions and characteristics of each civilization and relate their importance to the people of your new country.

Student Handout (D:1)
Extension
SS6

SOCIAL STUDIES, GRADE 6

D. STRAND 4: INSTITUTIONS AND PROCESSES OF LOCAL, STATE, NATIONAL, AND OTHER POLITICAL SYSTEMS

OBJECTIVE 1: EXAMINE THE POLITICAL CONTRIBUTIONS OF EARLY CIVILIZATIONS

Resources

TEACHING ACTIVITY: Engage students in a teacher directed reading of the text on pages 124 and 127. As the material is read, map the significant political information given. (See Teacher Resource for an example of this procedure.) Follow the same procedure for the Romans on pp. 143-144. Next, use a Venn Diagram in order to prepare the information for writing a comparison-contrast paper.

The World Past and Present

Assessment: Allow the students to work as a class or in small groups while writing the comparison-contrast paper.

RETEACHING ACTIVITY: Students will use the maps prepared in the teaching activity to orally describe the governments in Athens and Rome.

Assessment: The students will use the maps prepared in the teaching activity to write a description of the governments of Athens and Rome.

EXTENSION: The students will prepare a bulletin board which shows the political contributions of the governments studied thus far.

MAPPING THE INFORMATION ON ATHENS
(Use the same procedure for Rome.)

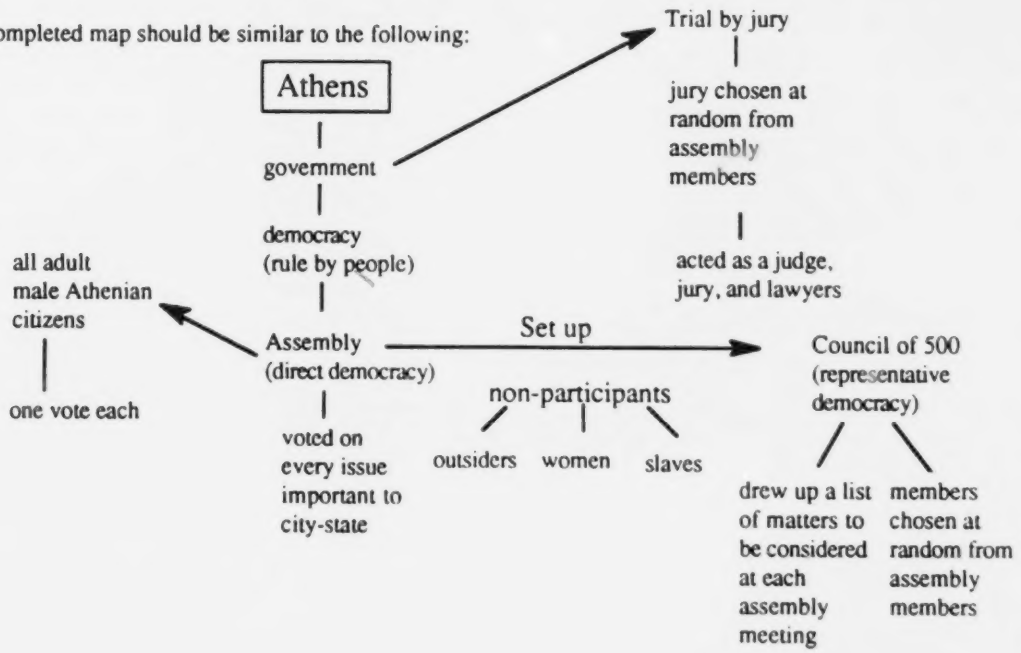
1. Look at the heading on page 124. What is the selection going to talk about? Read paragraph one silently. What did you learn about Athens? (Record answers on diagram.)

2. a. Read paragraph two silently. What did you learn about the kind of governments the city-state of Athens set up? What does democracy mean?
   b. What was the name of the governing body? (Introduce unicameral.)
   c. What were the duties of the assembly?
   d. Who were the members of the assembly? (Introduce direct democracy.)
   e. How many votes did each member of the assembly have?
   f. What were the duties of the assembly?
   g. Who decided if someone had broken the law? (Tell the students that the jury acted as judge, jury, and lawyers.)

3. Read paragraph three silently. Be prepared to share what you have read.
   a. What did you learn from this paragraph?
   b. Who were the people who were not allowed to participate in Athenian democracy?

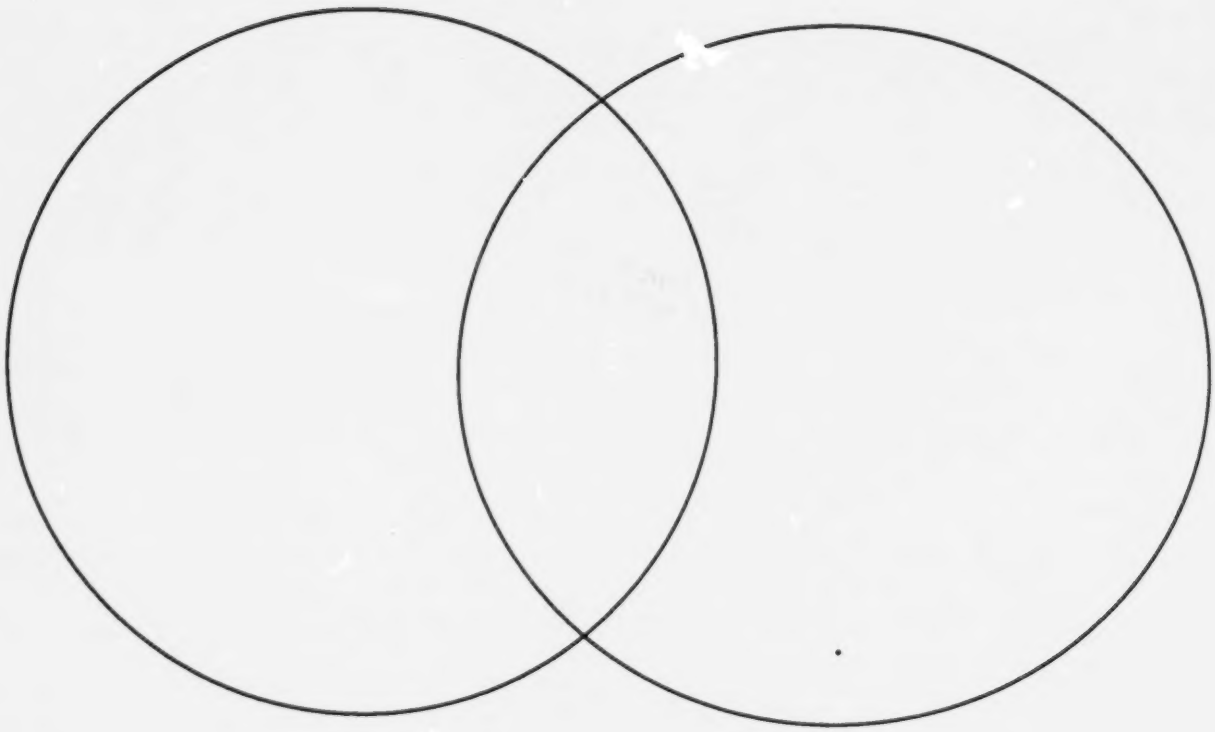
4. Turn to page 127. Read the first paragraph silently.
   a. What does the paragraph talk about?
   b. What were the duties of the Council of 500?
   c. Who had the final say on what matters were to be discussed at each assembly meeting?
   d. Where did the Council members come from? (Introduce the word representation and representative democracy.)
   e. How were juries selected?

The completed map should be similar to the following:



ORGANIZE INFORMATION FOR COMPARISON/CONTRAST PAPER

"Alike or Different"



NAME _____ NAME _____

Transparency
Teaching Activity (D:1)
SS6

D. STRAND 4: INSTITUTIONS AND PROCESSES OF LOCAL, STATE, NATIONAL, AND OTHER POLITICAL SYSTEMS

OBJECTIVE 2: ANALYZE CONTRIBUTIONS OF OTHER COUNTRIES TO THE AMERICAN POLITICAL SYSTEM

TEACHING ACTIVITY: Lead class discussion of the following:

- monarch
- constitution
- constitutional monarch
- Magna Charta
- Divine Right
- Parliament
- Congress
- checks and balances
- amendment
- philosophies of John Locke and Charles Montesquieu
- freedom
- rights

Students will analyze the Timeline and Bill of Rights as provided in student handouts and textbook pp. 247-250.

Assessment: Students will answer five questions relating to the influences of England and France on the American political system. See student handout.

RETEACHING ACTIVITY: Using the outline, "Influences of England and France on the American Political System," emphasize how the influences in I, II, III, and IV affected the political system in the United States. When discussing V and VI, elicit student reaction regarding the English and French influences on our governmental process. See student handout.

Assessment: Students will complete a chart reflecting the features of the United States government and how the influences of England and France were incorporated. See student handout.

EXTENSION: Students will analyze the Preamble to the Constitution of the United States of America with respect to its intent and origin as a result of specific influences of the historical settings in England and France. See student handout.

Resources

The World Past & Present. pp. 247-250

200 Years-A Bicentennial History of the U.S.
U.S. News and World Report

The American Ideal of 1776. Hamilton A. Long

The Story of Mankind. Hendrik Van Loon

Student Handout

Student Handout

The World Past & Present. pp. 247-250

Student Handout

TIMELINE

INFLUENCES OF ENGLAND AND FRANCE ON THE AMERICAN POLITICAL SYSTEM

1215	King John signs the Magna Charta after his subjects rebel against the excessive strong power he was exerting.
1215-1265	The Great Council of Nobles becomes known as Parliament.
1265	Parliament includes not only nobles but also the common people.
1340	Parliament is divided into two houses: The House of Lords and the House of Commons.
1400's-1500's	Parliament gradually wins the right to make the laws of England. Established a set of rules (unwritten) to be used in governing the nation (constitution). Even today, England still does not have a written constitution.
1629-1640	King Charles refuses to let Parliament meet. He did not like constitutional monarchy but believed in absolute monarchy. He also believed the King should answer only to God (Divine Rights).
1641	Civil war breaks out between the King and Parliament.
1646	The King surrenders to Parliament.
1658	Charles is beheaded; Oliver Cromwell takes over England's government and calls himself Prime Minister. Cromwell dies and Charles II becomes King. Charles II dies in 1685 with no heirs, and his brother, James, becomes King. First political parties organized in England (the Whigs and the Tories).
1685	James II becomes the first Catholic King in over 100 years. Believed in rule by "Divine Right" (absolute monarch).
1688	James' second wife, a Catholic, has son who will be next King of England. Parliament invites William and Mary, James' oldest daughter and a Protestant, to rule England. William and Mary sign the English Bill of Rights.
1689	John Locke, an English philosopher, speaks out on human rights.
1748	Charles Montesquieu de Secondat, a French philosopher, speaks out on the balance of the powers of government.
1776	Americans declare their independence because the King is not granting them the rights guaranteed in the Magna Charta and the English Bill of Rights.
1789	The French Declaration of the Rights of Man was established.

1215
MAGNA CHARTA

1. King/Queen could not take away trial by jury
2. King/Queen could not raise taxes without approval of Assembly

1688
ENGLISH BILL OF RIGHTS

1. Parliament makes laws
2. King/Queen cannot change these laws
3. People can speak freely
4. Judges cannot be controlled by King/Queen
5. King/Queen cannot keep their own army during peacetime

1689
JOHN LOCKE
(English philosopher)
"Second Treatise on Civil Government"

1. People born with rights of life, liberty, and property
2. Government should protect these rights, if not, then government should be overthrown
3. All people are created equal
4. All people should be free to write and speak

ENGLAND

INFLUENCES OF ENGLAND & FRANCE ON THE AMERICAN POLITICAL SYSTEM

1789

CONSTITUTION OF THE UNITED STATES OF AMERICA

1791

Addition of

BILL OF RIGHTS

Amendments #1-#10

1748
CHARLES MONTESQUIEU
de SECONDAT
(French philosopher)
"The Spirit of Laws"

1. Advocated establishment of state in which the Executive, the Legislative, and the Judicial powers should be in separate hands
2. The powers should work independently of each other
3. The powers would check one another by mutual privilege of rejecting

1789
FRENCH DECLARATION
of the
RIGHTS OF MAN

1. All humans are free and equal and may establish any form of government they wish
2. Governments are formed to protect people's liberty and property
3. Laws protect freedom to speak, write, and think what one wishes
4. In court cases, all people are innocent until proven guilty

FRANCE

"ARTICLES IN ADDITION TO, AND AMENDMENT OF, THE CONSTITUTION OF THE UNITED STATES OF AMERICA..."

Known as the
BILL OF RIGHTS

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effect, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defense.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

INFLUENCES OF ENGLAND AND FRANCE ON THE AMERICAN POLITICAL SYSTEM

INSTRUCTIONS: Answer the following questions in complete sentences. Be specific as to the intent and origin of the influence of England and/or France. Be sure your question is restated within your answer.

REFERENCES: Student Handouts
Textbook pp. 247-250

1. What was the Magna Charta and why was it important to the American political system?

2. What is a constitutional monarch? Could the United States' system of "checks and balances" be traced back to this English system of sharing power or to Montesquieu's theory?

3. How did the theories of John Locke affect the American political system?

4. Compare the English Bill of Rights and the French Declaration of the Rights of Man and explain how these documents influenced our own Bill of Rights.

5. Explain how the American colonists were influenced when they assured themselves that their new government would be a government "of the people, by the people, and for the people."

OUTLINE

INFLUENCES OF ENGLAND AND FRANCE ON THE AMERICAN POLITICAL SYSTEM

I. Magna Charta -- signed by King John - 1215
   A. Monarch very powerful and became overbearing
   B. People rebelled by such power
   C. People demanded certain rights
      1. Representation - set up "Council of Great Nobles" or Assembly
      2. Monarch could not take away trial by jury
      3. Could not raise taxes without approval of Assembly

II. English Parliament
   A. First set up as Assembly or Great Council of Nobles as a result of Magna Charta
   B. Changed format and gained importance
      1. Later included common people
      2. Divided into houses
         a. House of Lords
         b. House of Commons
      3. Right to make laws or set of rules for governing - constitution - unwritten
   C. Problems between Monarch and Parliament
      1. King Charles refuses to let Parliament meet
         a. Believed in "divine right"
         b. Civil war breaks out
      2. King Charles beheaded - Oliver Cromwell assumes leadership - dies - Charles II becomes King
   D. Parliament gains power
      1. Under Charles II, first political parties organized in England
         a. Whigs
         b. Tories
      2. Charles II dies - James II becomes Catholic King - first in over 100 years
      3. James, wife and son (second wife) kicked out and sent out of the country
      4. Parliament invites William and Mary to England to rule
         a. Mary - James' oldest daughter (by first wife)
         b. Both William and Mary - Protestant faith
         c. William - power prince in Netherlands
      5. William and Mary sign "English Bill of Rights" (pressure from Parliament)

III. John Locke - English philosopher
   A. Ideas on people
      1. Born with rights - life, liberty, and property
      2. Created equal
      3. Should have freedom of speech and press
   B. Ideas on government
      1. Government should protect people's rights
      2. If government does not protect people's rights, then it should be overthrown

IV. French influences
   A. Charles Montesquieu de Secondat - French philosopher
      1. Advocated establishment of state in which the Executive, the Legislative, and the Judicial powers should be in separate hands
      2. The powers should work independently of each other
      3. Powers would check one another by mutual privilege of rejecting

Student Handout
Reteaching Activity (D:2)
SS6

B. French Declaration of the Rights of Man
   1. All humans free and equal - may establish any form of government they wish
   2. Governments formed to protect people's liberty and property
   3. Laws needed to protect freedom to speak, write, and think
   4. All people are innocent until proven guilty

V. American colonists declare their independence
   A. Magna Charta rights not guaranteed
   B. English Bill of Rights not enforced

VI. Formation of United States government
   A. Formation of democratic-republic form of government
   B. Established written set of laws - Constitution of the United States of America
   C. Rights guaranteed - first ten amendments to the Constitution - Bill of Rights
   D. Formation of law-making body
      1. Congress (two houses)
         a. Senate - two from each state (equal representation)
         b. House of Representatives - representation by population of each state
      2. Duties established for both houses
   E. Established election or appointment process of officials
   F. Established government with three branches
      1. Executive branch - carries out laws
      2. Legislative branch - makes the laws
      3. Judicial branch - interprets the laws
   G. Creation of system of "check and balances" to keep any one branch from becoming more powerful than the other

INFLUENCES OF ENGLAND AND FRANCE ON THE AMERICAN POLITICAL SYSTEM

CHARACTERISTICS	UNITED STATES	ENGLAND	FRANCE
Type of government			
Set of laws to govern the country			
Law making			
Representation			
Limitations of powers			
Guaranteed Rights of People			

INSTRUCTIONS: Complete the chart by indicating the features of the United States government and what influences of England and France were incorporated. There could be more than one influence as to the governmental characteristic shown.

Student Handout
Reteaching Assessment (D:2)
SS6

PREAMBLE
to the
CONSTITUTION OF THE UNITED STATES OF AMERICA

A preamble is an introduction or preface to a document stating the reasons or intent of that document.

INSTRUCTIONS: Analyze each phrase of this introduction as to the intent of each phrase and its origin. Use the back of this paper if necessary.

"We, the People of the United States": _____

". . in Order to form a more perfect Union": _____

" . .establish Justice": _____

" . .insure domestic Tranquility": _____

" . . provide for the common defense": _____

" .. promote the general welfare": _____

" . .secure the Blessings of Liberty to ourselves and our Posterity": _____

" . .do ordain and establish this Constitution for the United States of America": _____

Student Handout
Extension (D:2)
SS6

D. STRAND 4: INSTITUTIONS AND PROCESSES OF LOCAL, STATE, NATIONAL, AND OTHER POLITICAL SYSTEMS

OBJECTIVE 3: ANALYZE THE CHARACTERISTICS OF THE DIFFERENT TYPES OF POLITICAL SYSTEMS

TEACHING ACTIVITY: Discuss with students the similarities and differences among the different types of government, leaders, and their powers. (See transparency.)

After discussion review the transparency by covering all frames except one. Allow students approximately 60 seconds to view the frames of the political system. Turn off the overhead and call on students to give information previously viewed. Follow the same procedure for each type of political system.

Assessment: Students will write a compare and contrast paper describing the similarities and differences of two types of political systems.

RETEACHING ACTIVITY: Provide students with four 3 x 5 cards--each labeled in large print with one of the four types of government. Ask varied questions such as:

1. Which system has a king or queen who is not the actual political leader?
2. Which system has complete control of the news media and is ruled by one person?
3. Which form of government was designed by the people, for the people, and carries out the will of the people?

As the teacher goes over each question, all students will reply by holding up the appropriate card being discussed.

Assessment: Students will complete the assessment provided and fill in the correct information regarding the characteristics of each of the four political systems.

EXTENSION: Emphasize that we depend on the news media to report to us on national and world events regarding the varied world political systems and how they affect our lives. Have students break into cooperative learning groups, select a current periodical or newspaper article, and respond to questions listed on the student handout.

Assessment: After discussing the media report, the students, as a group, will rewrite the report presenting a point of view that is different from that of the author. The focus of the rewrite should be on the type and characteristics of the political system being reviewed.

Resources

Films:
MP51213
We, the People, the Story of Our Federal Government

MP01019
Communism

MP52447
Land of the Peacock Throne

MP70907
Soviet Union-a New Look

The World-Past and Present, pp. 243-250

Newspapers, *Time*, *U.S. News & World Report*, *Newsweek*

KT02302 Kit
Mass Media: Impact on a Nation

MP70427
Television & Politics

POLITICAL SYSTEMS AROUND THE WORLD

	COUNTRIES	TYPE OF LEADERSHIP	POWER OF GOVERNMENT
MONARCHY	DENMARK ENGLAND NORWAY SPAIN	KING or QUEEN *(SOMETIMES BY TRADITION)* NOT ALWAYS REAL LEADER	BASICALLY DEMOCRATIC DEPENDS ON MONARCHY
DICTATORSHIP	LIBYA IRAN PANAMA	DICTATOR	A SINGLE PERSON (DICTATOR) OR A GROUP OF PEOPLE THAT HAS COMPLETE CONTROL OVER LIVES OF PEOPLE, LAND, SCHOOLS, WORK, PRESS AND TV
DEMOCRACY	AUSTRALIA ISRAEL UNITED STATES	PRESIDENT PRIME MINISTER or OTHER TITLE	GOVERNMENT CREATED BY THE PEOPLE FOR THE PEOPLE OF THE PEOPLE-GOVERNMENT CARRIES OUT PEOPLES WILL

SS-55

Transparency (D:3)
Teaching Activity
SS6

SUGGESTED TRANSITIONAL KEY WORDS TO USE WHEN WRITING A COMPARE AND CONTRAST PAPER

COMPARISON

LIKE	SAME	THE SAME AS
SIMILAR	IN THE SAME WAY	MOST IMPORTANT
SIMILARLY	AS	TOO
HAVE IN COMMON	AS WELL AS	

CONTRAST

ALTHOUGH	HOWEVER	DIFFER
UNLIKE	EVEN THOUGH	YET
BUT	INSTEAD	ON THE CONTRARY
ON THE OTHER HAND	WHEREAS	WHILE
UNLESS	CONTRARY TO	THE REVERSE

POLITICAL SYSTEMS AROUND THE WORLD

Directions: Fill in the correct information to complete the chart.

POLITICAL SYSTEM:			MONARCHY	
COUNTRY:	UNITED STATES			
TYPE LEADERSHIP:		DICTATOR		
POWER OF GOVERNMENT:				FORM OF DICTATORSHIP - ALL POWER HELD BY A SMALL GROUP

SS-59

Reteaching Assessment (D:3)
SS6

MEDIA ANALYSIS

TITLE OF ARTICLE OR HEADLINE:_____

SOURCE:_____DATE:_____

1. What type of government is being discussed in the article?

2. What form of power is the government exerting within the article?

3. How do you know this is the form of government? Is it implied or stated?

4. Why does the media report more than the facts?

5. Do you think news reports should be completely factual? Why?

6. How can you determine the accuracy of the report?

7. What is the purpose of a headline?

8. Is the headline of the article a fact or point of view of the writer?

9. What are some of the specific characteristics of the form of government brought out within the article? Are some implied? If so, which ones?

10. How would you write the article to present a different point of view?

Student Handout
Extension (D:3)
SS6

E. STRAND 5: LOCAL, STATE, NATIONAL, AND WORLD GEOGRAPHY

OBJECTIVE 1: COMPARE CULTURAL AND GEOGRAPHIC REGIONS OF THE PAST AND PRESENT BY EXAMINING POPULATION PATTERNS AND ANALYZING THE IMPORTANCE OF PHYSICAL FEATURES ON SELECTED CULTURES

Resources

TEACHING ACTIVITY: Discuss the following terms with students and have them write definitions in their notes. Review and discuss the lesson on pp. 8-9 in the textbook.

The World--Past and Present, p. 9

population	demographer	migration
population density	population distribution	urban areas
rural areas	population pattern	population growth

Dictionary

Assessment:

1. Students will identify the two continents that have nearly three-fourths of the world's population. (Europe and Asia)

2. Students will list the continents in order from the greatest populated to the least populated. (Europe, Asia, North America, Africa, South America, Australia, and Antarctica)

3. Students will explain in paragraph form how the list from Question 2 is affected by a country's geographical location. Instruct students to use as many vocabulary words from the above list as possible.

RETEACHING ACTIVITY: Using *The World Almanac*, students will gather the following information about the continents of the world:

The World Almanac

- population of each
- land area of each

Statistical Almanac

The continents will be classified as: Africa, Asia, Australia and Oceania, Antarctica, Europe, South America, and North and Central America.

Encyclopedias

Assessment: Students will prepare a bar graph showing a comparison of two sets of facts about the world's continents. One bar will show the percentage of the world's population on each continent, and the other bar will show each continent's percentage of the world's land area. (See student handout and transparency.)

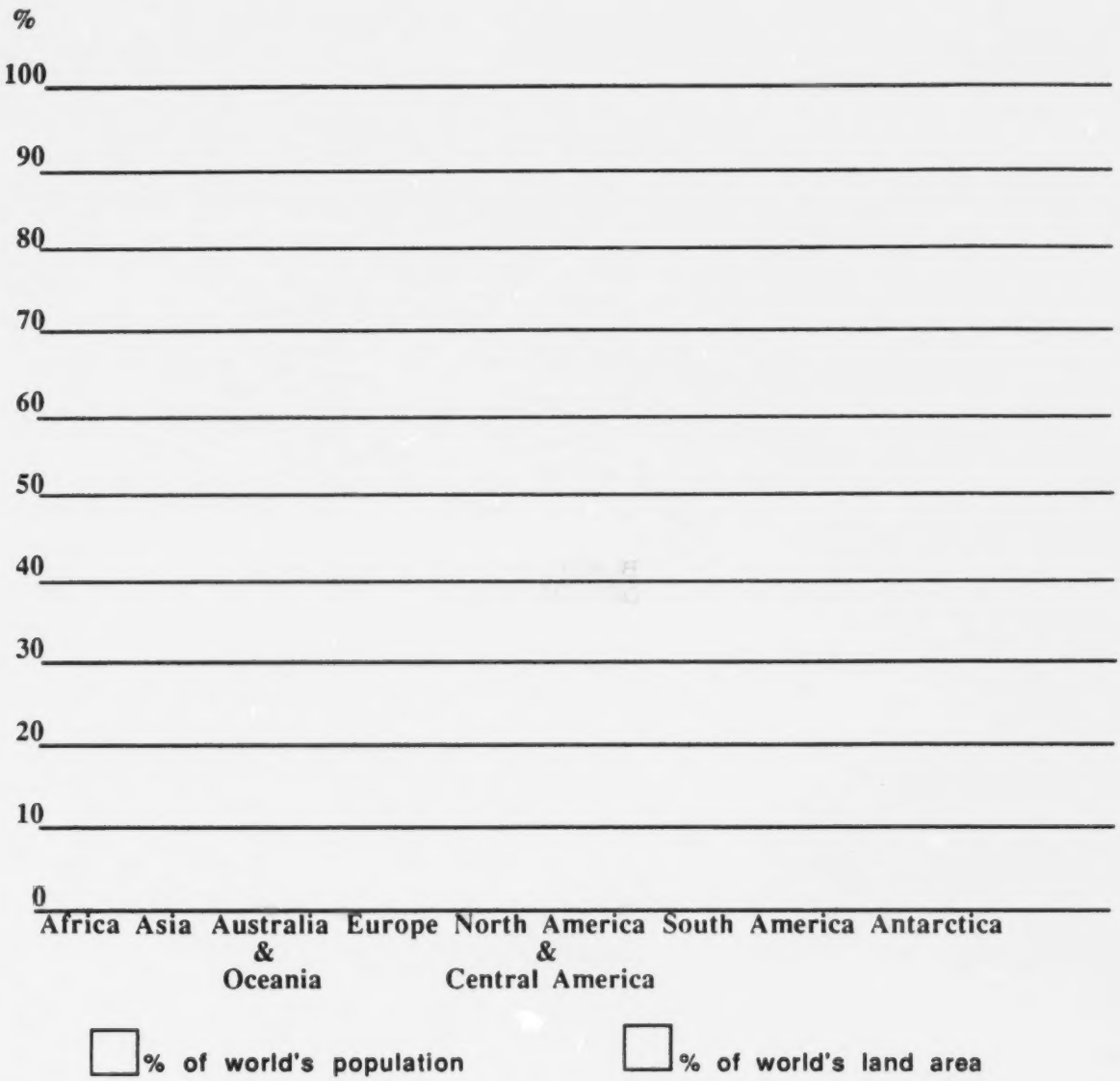
Information Please Almanac

EXTENSION : Students will research current population data from a selected country, as well as food imports and exports from this country. Students will complete the attached student handout.

Transparency

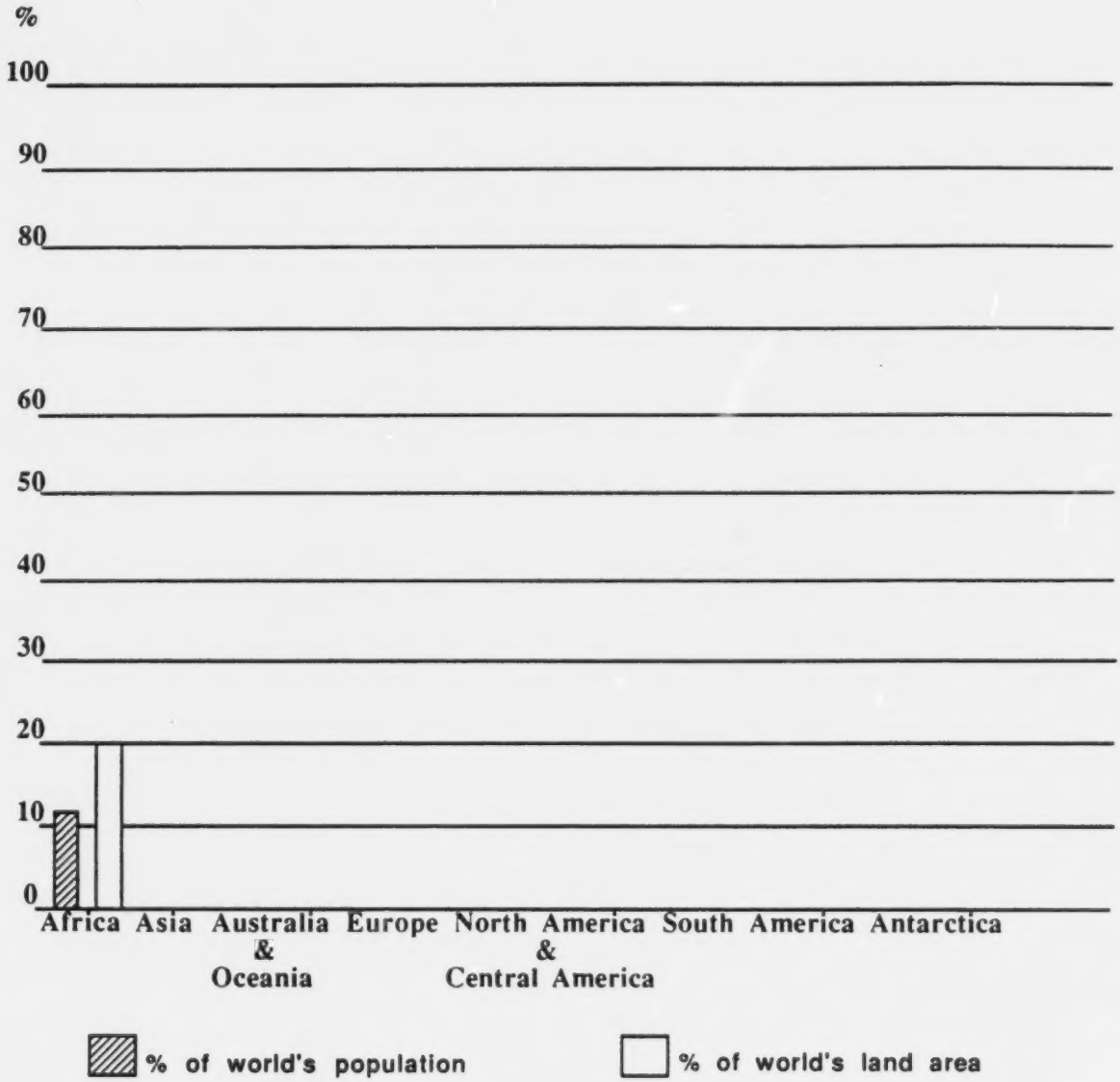
After completing the research and the charts, the students will assume the role of an International Planning Commission and will prepare a written proposal for agricultural and food planning based upon the anticipated population growth pattern as reflected in their charts. The "Commission" will outline specific areas in which help will be needed in the next five to ten years.

THE WORLD: POPULATION PATTERN and LAND AREA



Student Handout
Reteaching Activity (E:1)
SS6

THE WORLD: POPULATION PATTERN and LAND AREA



Transparency
Reteaching Activity (E:1)
SS6

CURRENT AND PROJECTED POPULATION

Country	Avg. Annual Growth Rate	Current Population	Density per Sq. Mile	Population in 5 years	Population in 10 years

FOOD IMPORTS/EXPORTS

Country	Food Imported	Amount (tons)/value	Foods Exported	Amount (tons)/value

After completion of the above charts, assume the role of an International Planning Commission and prepare a written proposal for agricultural and food planning based upon the anticipated population growth pattern. Your "Commission" will outline specific areas in which help will be needed in the next five to ten years.

Student Handout
Extension (E:1)
SS6

Social Studies
GRADE SEVEN
OBJECTIVES

THE LEAPNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
A. STRAND 1 [Exploration and colonization of Texas]	CONTENT	
1. Differentiate and analyze the early cultures of Texas	1A	R3,9
2. Analyze the reasons for European exploration and colonization of Texas	1B	R4,5
3. Identify and explain the significance of historical personalities relating to the development of Texas (e.g., Cabeza de Vaca, Estevanico, LaSalle, Moses and Stephen Austin, and others)	1C	R7
B. STRAND 2 [Achievements of Texas independence]		
1. Evaluate the reasons for the conflict with Mexico that led to Texas independence (e.g., cultural, political, and economic differences)	2A	R4,7
2. Analyze the contributions of significant individuals in the struggle for Texas independence (e.g., Sam Houston, Santa Anna, Wiliam B. Travis, and others)	2B	R1,2
3. Explain the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War	2C,D	R4,6,7
4. Analyze the problems of Texas as a republic (e.g., money, Indians, and foreign affairs)	2E	R5,7
5. Analyze the historical developments leading to Texas statehood	2F	
6. Analyze the various cultural and racial groups that settled in Texas and their contributions to the state (Mexicans, Blacks, Germans, Irish, Poles, and others)	3F	R6
C. STRAND 3 [Political and social history of Texas]		
1. Evaluate the role of Texas in the Civil War (e.g., reasons for secession, leaders, battles, economic aspects)	3A	
2. Analyze the effects of the Texas Constitution of 1876 on political developments in Texas	3B	

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS*
3. Classify the structure and function of government at local and state levels	3C	
4. Analyze significant events and roles of individuals in Texas history from Post-Reconstruction to present (e.g., conservative vs liberal, the Depression, the Civil Rights Movement, James Hogg, the Fergusons, Lyndon Johnson)	3D,E	
5. Examine the structures and operation of public education in Texas	3G	
D. STRAND 4 [Geography and economic growth of Texas]		
1. Compare and contrast the physical, cultural, and economic features of the geographic regions of Texas	4A,B	
2. Explain the role of geography on the settlement and development of Texas	4C	
3. Locate places of historical and geographic significance in Texas	4D	
4. Explain reasons for and results of urbanization of the state	4E	
5. Analyze the role of major industries on the economic development of Texas (cattle, oil, electronics, defense, and others)	4F	
E. STRAND 5 [Social studies attitudes, values, and skills for citizenship]	VALUES	
1. Explain why individuals should have respect for self and others	1A-D	
2. Identify and evaluate examples of democratic beliefs and personal responsibility	2A-L	
3. Explain why U.S. citizens should support the American economic system	3A-J	
4. Apply social studies skills • Analyze and synthesize information • Draw conclusions, make inferences, and develop criteria for making judgments • Understand cause/effect relationships • Locate and gather information • Distinguish fact from opinion • Organize and express ideas in written form • Use problem-solving skills • Sequence historical data and information	4A-M	R4-7, 9,10, W7,10

Social Studies, Grade 7
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
Although the five strands and the 23 objectives in Grade 7 Social Studies are not necessarily intended to be taught sequentially, some objectives within the strands may be. The following objectives are arranged sequentially and are organized in a conceptual/chronological order which the teacher may wish to follow.	*Texas, Our Texas*, Learned and Tested, Inc. There are numerous filmstrips, written materials, and instructional materials of various types and formats at the Social Studies Resource Center at the Arlington Heights Annex. Contact Mrs. Bernice Arvin to familiarize yourself with what is available.
D. STRAND 4	
*1. Compare and contrast the physical, cultural, and economic features of the geographic regions of Texas (4A, B)	Chapter 1 pp. 2-21 2 22-39 Region XI, Education Service Center: VR00074 - "Texas Weather" VR00093 - "Texas Parks and Wildlife" MP52726 - "Texas Parks: Goose Island, Sam Houston, and San Jacinto" Other appropriate materials from Region XI catalog *Texas Parks and Wildlife*, Texas Dept. of Parks and Wildlife Amon Carter Museum The Cattleman's Museum Museum of Science and History-Texas Historical Hall
*2. Explain the role of geography on the settlement and development of Texas (4C)	Chapter 2 pp. 22-36 6 99-117 9 162-178 13 260-274 21 414-429 27 529-541 The Cattleman's Museum Museum of Science and History-Texas Historical Hall

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
A. STRAND 1	
1. Differentiate and analyze the early cultures of Texas (1A)	Chapter 3 pp. 44-56 4 57-77 Region XI, Education Service Center: MP71148 - "The World: The Americas before the Europeans, 300-1500" MP50578 - "The Ancient New World" MP52407 - "Indian Origins - The First 50,000 Years" MP52408 - "Indian Cultures from 2000 B.C. to 1500 A.D." MP52409 - "Indian Experience - After 1500 A.D." MP00523 - "Indian Influences in the United States" The Cattleman's Museum Museum of Science and History-Texas Historical Hall
2. Analyze the reasons for European exploration and colonization of Texas (1B)	Chapter 5 pp. 82-98 6 99-120 Region XI, Education Service Center: MP53097 - "The Spanish in the Southwest" MP52237 - "The Texas Revolution: Exploration and Colonization" MP70729 - "Texas: The Beginnings" MP70730 - "Texas: The Tejanos"
*3. Identify and explain the significance of historical personalities relating to the development of Texas (e.g., Cabeza de Vaca, Estevanico, La Salle, Moses and Stephen Austin, and others) (1C)	Chapter 5 pp. 85-96 6 101-104 7 126-135 8 142-159 9 176-178 Region XI, Education Service Center: MP70522 - "Anglo-American Settlement to....." *Springboards*, "Explorer: New World," (Estevanico) (Kit) Museum of Science and History-Texas Historical Hall
B. STRAND 2	
1. Evaluate the reasons for the conflict with Mexico that led to Texas independence (e.g., cultural, political, and economic differences) (2A)	Chapter 10 pp. 181-201 Region XI, Education Service Center: MP52238 - "The Texas Revolution" MP70522 - "Anglo-American Settlement to...." Museum of Science and History-Texas Historical Hall

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
B. STRAND 2 (continued)	
*2. Analyze the contributions of significant individuals in the struggle for Texas independence (e.g., Sam Houston, Santa Anna, William B. Travis, and others) (2B)	Chapter 10 pp. 182-198 11 206-227 Region XI, Education Service Center: "Sam Houston: A Giant Man for a Giant Land," videocasette
3. Explain the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War (2C, D)	Chapter 11 pp. 212-218, 218-220, 223-226 14 277-285 Region XI, Education Service Center: MP50452 - "U.S. Expansion: Texas and the Far Southwest" MP50947 - "Westward Movement: Texas and the Mexican War" MP51663 - "You Are There: The Siege of the Alamo" MP51679 - "Texas History: A Struggle for Independence" MP52238 - "Texas Revolution: Insurrection and Revolt" MP52239 - "Texas Revolution: War and Freedom" MP52657 - "Texas History: Battle of San Jacinto" MP70733 - "Texas: The Runaway Scrape (2)"
*4. Analyze the problems of Texas as a republic (e.g., money, Indians, and foreign affairs) (2E)	Chapter 12 pp. 230-255 Region XI, Education Service Center: MP52658 - "The Star of the Republic"
*5. Analyze the historical developments leading to Texas statehood (2F)	Chapter 12 pp. 230-255 13 260-263 Region XI, Education Service Center: MP50452 - "U.S. Expansion: Texas and the Far Southwest" MP50947 - "Westward Movement: Texas and the Mexican War" Sid Richardson Collection of Western Art Amon Carter Museum
C. STRAND 3	
1. Evaluate the role of Texas in the Civil War (e.g., reasons for secession, leaders, battles, economic aspects. (3A)	Chapter 16 pp. 318-335 17 336-353 Region XI, Education Service Center: MP70714 - "The Honorable Sam Houston (2)" MP70731 - "The Bonnie Blue Flag (2)" MP52829 - "The Civil War: Background Issues"

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***Certain objectives are taught throughtout the couse/grade level.**

Sequential Objectives (Essential Elements)	Resources
C. STRAND 3 (continued)	MP52828 - "The Civil War: The First Two Years" MP52830 - "The Civil War: 1863-1865"
2. Analyze the effects of the Texas Constitution of 1876 on political developments in Texas (3B)	Chapter 18 pp. 354-368 29 562-573 Fort Worth City Hall
Non-Sequential Objectives (Essential Elements)	**Resources**
B. STRAND 2	Chapter 5 pp. 82-96 6 99-117 7 121-135 8 142-159 9 162-178 13 260-274 14 277-290 16 294-311 23 454-471 27 529-542 28 545-556 Booklets from The Institute of Texas Cultures of the University of Texas at San Antonio; Social Studies Resource Center, Arlington Heights Annex Other appropriate materials from Region XI, Education Service Center catalog under "American Culture Studies"
*6. Analyze the various cultural and racial groups that settled in Texas and their contributions to the state (Mexicans, Blacks, Germans, Irish, Poles, and others) (3F)	
C. STRAND 3	Sid Richardson Collection of Western Art
*3. Classify the structure and function of government at local and state levels (3C)	Chapter 29 pp. 562-573 30 576-584 Region XI, Education Service Center: MP52324 - "City Government: Closest to the People" MP52124 - "State Government: Resurgence of Power" Tour Fort Worth City Hall, a civil court, and central jury room
*4. Analyze significant events and roles of individuals in Texas history from Post-Reconstruction to present (e.g., conservative vs liberal, the Depression, the Civil Rights Movement, James Hogg, the Fergusons, Lyndon Johnson) (3D, E)	Chapter 18 pp. 354-368 19 376-390 22 436-450 23 454-471 24 478-490 25 493-506 26 514-525 27 529-542

***Certain objectives are taught throughtout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
STRAND 3 (continued)	
	Region XI, Education Service Center: MP70520 - "Texas History: Civil War to Modern Texas" The Cattleman's Museum Museum of Science and History-Texas Historical Hall
5. Examine the structures and operation of public education in Texas (3G)	Chapter 12 pp. 239-240 15 305-306 18 363 22 437-439 23 465 24 487 26 517, 520, 525 27 541-542 29 572-573
D. STRAND 4	
*3. Locate places of historical and geographic significance in Texas (4D)	Chapter 3 pp. 44-54 5 84-96 6 99-117 7 121-135 10 181-198 11 206-207 12 230-253 22 436-450 23 454-471 26 514-525 *Texas Highways*, Texas Highway Department, periodicals Tour Thistle Hill
*4. Explain reasons for and results of urbanization in the state (4E)	Chapter 9 pp. 162-178 20 393-410 21 414-429 22 436-450 23 454-471 24 478-490 25 493-506 26 514-525 27 529-542 Consult Fort Worth Chamber of Commerce on programs and efforts to attract new industry, business, and tourism. Fort Worth City Hall

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
D. STRAND 4 (continued)	Chapter 6 pp. 99-101, 112-117 7 126-133 15 294-305 16 318-328 20 393-410 21 414-429 22 436-450 23 454-465 24 478-490 25 493-506 26 514-518 27 529-542 Region XI, Education Service Center MP52656 - "Texas Cattle History: Cowtown and Texas Longhorns" MP70732 - "Spurs to Spindletop" The Cattleman's Museum Museum of Science and History-Texas Historical Hall
*5. Analyze the role of major industries on the economic development of Texas (cattle, oil, electronics, defense, and others) (4F)	
E. STRAND 5 The following objectives should be incorporated within the curriculum whenever possible. These objectives may be blended in both the sequential and non-sequential objectives throughout the year. One suggestion is to include a current events sponge activity at the beginning of each day's instruction. This may take the form of writing current events headlines on the chalkboard and having the students record them in their notebooks. A discussion of the events may then follow at the beginning or end of the day's lesson, whenever the teacher finds it most productive. Another suggestion is to make full use of the "Skills Lessons" and "Using Social Studies Skills" instruction guides found in the textbook. Graphs and charts from current newspapers and magazines are also excellent sources for incorporating these objectives into instructional plans.	
*1. Explain why individuals should have respect for self and others (1A, B, C, D)	Chapters 1-30
*2. Identify and evaluate examples of democratic beliefs and personal responsibility (2A - L)	Chapters 1-30
*3. Explain why U.S. citizens should support the American economic system (3A - J)	Chapters 1-30
*4. Apply social studies skills. (4A-M) • Analyze and synthesize information. • Draw conclusions, make inferences, and develop criteria for making judgements. • Understand cause/effect relationships. • Locate and gather information. • Distinguish fact from opinion. • Organize and express ideas in written form. • Use problem-solving skills. • Sequence historical data and information.	Chapters 1-30

***Certain objectives are taught throughout the course/grade level.**

Social Studies
GRADE EIGHT
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
A. Strand 1 [United States development as an independent unified nation]		
1. Identify the early explorers and explain the significant factors which influenced their explorations	1A	R4, 5
2. Examine the effects of colonization on the development of the United States emphasizing the factors which influenced the settlement and growth of the colonies (economic, political, social, and geographical)	1A	
3. Analyze the major events leading to the independence of the United States by evaluating the attempts of Britain to tighten its control over the colonies	1C	R7
4. Examine the causes and effects of the United States' involvement in foreign affairs and international conflicts (e.g., War of 1812, Monroe Doctrine, Oregon Territory, Texas, Louisiana, and Gadsden Purchase)	1D	W9
5. Interpret and evaluate the reasons for the rise of sectionalism	1E	R7
6. Analyze the economic, social, and political causes of the Civil War	1F	R7
7. Analyze the political, economic, and social effects of the Civil War and Reconstruction on the life of the American people	1G	R3
8. Identify and evaluate significant historical individuals and their contributions and/or role in the development of the United States	1H	R3
B. Strand 2 [Geographic influence on the historical development of the United States]		
1. Compare the major physical features and economic resources of the United States and explain how they influenced the development of the United States	2A,G 3C	R11
2. Examine the major geographical regions of the United States and analyze the similarities and differences to those of Canada and Mexico	2B, F	R7
3. Examine the geographical areas that were acquired to form the United States and relate how demographic patterns were influenced as the United States grew through treaty, annexation, and acquisition	2C, E	R11

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
4. Locate and explain the importance of selected historical sites and places in the United States	2D	
C. Strand 3 [Economic development and growth of the United States]		
1. Explain the mercantile system and its effect upon the development of the colonies	3A	
2. Analyze the emergence and benefits of the free enterprise economic system in the United States	3B	
3. Analyze the impact of business cycles on the United States in relation to technological innovations in business, industry, and agriculture	3D, F	R5
4. Analyze the economic impact of various wars on the United States	3E	R5
5. Compare the relationship of economic sectionalism and the Civil War	3G	R5
6. Identify significant American business, industrial, and labor leaders and their role in the development of the United States	3H	
D. Strand 4 [Social and cultural developments of the United States]		
1. Analyze the various cultures of the American Indian (geographic location, social and economic factors)	4A	R7
2. Explain the phrase "A Nation of Immigrants" by identifying ethnic and racial groups that settled in the United States and explain reasons for immigration	4B	
3. Analyze the contributions of ethnic and racial groups and individuals and their role in the development of the United States	4C	
4. Analyze social reform movements, leaders, issues, and results during the growth of the American nation	4D	R3
5. Examine the developments in the fine arts areas and other culturally related activities during the 18th and 19th centuries	4E	
E. Strand 5 [Political development of the United States]		
1. Analyze the political ideas that form the basis for the American political system as brought out within the Constitution of the United States of America	5A	R3
2. Analyze the main political, economic, and social ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence	5B	

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
3. Examine the structure and functions of the three branches of the national government and explain the system of checks and balances within the American political system	5C,D	
4. Indicate ways of maintaining a division of power among the local, state, and national governments	5E	
5. Analyze the historical developments of political parties by examining major political campaigns, elections, issues, and leaders	5F,G	R4
6. Interpret the concept that the United States has a "government of law, not men"	5H	
7. Analyze major historical documents that relate to the development of the United States	5I	
F. Strand 6 [Social studies attitudes, values, and skills for citizenship]		
1. Explain why respect for self and others should be important to an individual	1A-D	
2. Examine varied aspects of democratic beliefs and personal responsibilities necessary in becoming a well-rounded citizen	2A-L	
3. Evaluate what is necessary to support the American economic system	3A-J	
4. Apply social studies skills • Analyze and synthesize information • Draw conclusions, make inferences, and develop criteria for making judgments • Understand cause/effect relationships • Locate and gather information • Distinguish fact from opinion • Organize and express ideas in written form • Use problem-solving skills • Sequence historical data and information	4A-M	R4-7, R9-10, W7-10

SOCIAL STUDIES, GRADE 7
TEXAS HISTORY

A. STRAND 1: EXPLORATION AND COLONIZATION OF TEXAS

OBJECTIVE 1: DIFFERENTIATE AMONG THE CULTURES OF THE EARLIEST INHABITANTS AND SETTLERS OF TEXAS

Resources

TEACHING ACTIVITY: Divide the class into five groups and assign each group one of the five cultures for research. Each group will prepare an oral presentation designed to acquaint the class with the characteristics of the culture that they have researched. Illustrations may also be prepared.

Cultures to Be Researched	Focus on These Aspects
1. Prehistoric People of Texas	• Food—tools needed; method of supply • Clothing—tools needed; method of supply
2. Plains Indian Culture	• Shelter—tools needed; materials needed • Job skills related or needed
3. Southeastern Indian Culture	• Social skills related or needed • Personal attitudes related to successful achievement
4. Western Gulf Culture	• Political organization • Religion, if any
5. Pueblo Culture	

Assessment: Each group will present orally the characteristics of the culture they have researched. At the end of each presentation, students will demonstrate mastery by correctly completing a chart showing the different facets of each culture.

Paper, map pencils, crayons, or markers

RETEACHING ACTIVITY: Each student will be given a large piece of paper containing a circle divided into five pieces (like a pie). Each section of the circle will become part of a radial Indian design representing one culture. Using the information on their charts, students will illustrate ways of life of each Indian culture assigning one section to an Indian culture until all five cultures have been illustrated. Indian radial designs may hang in the rooms or in the halls.

Assessment: Students will write essays about Indian culture groups in Texas. The essays will contain a paragraph about each group of early inhabitants. The essay may conclude with a paragraph about the similarities and differences among the groups. Charts and radial Indian designs may be references.

EXTENSION: Give students a list of possible activities that can be developed for presentation at an Indian tribal ceremony. Students will choose an Indian group that interested them and develop an activity that is relevant to that group. Students may group themselves for such activities as:

1. Writing and reading Indian poetry with poster board illustrations
2. Writing and reading Indian prose with poster board illustrations
3. Creation and presentation of Indian dances with costumes
4. Creation and presentation of Indian music with homemade instruments such as a drum out of an oatmeal box, beating sticks together, rattling objects in a container, and shells on a string.
5. Writing and presenting Indian skits and plays

6. Creation of an Indian food display using corn, beans, nuts, pumpkins, melons, fruit, and beef jerky as examples. This group could also illustrate Indian pottery, containers, tools, and weapons showing the relationship between these items and the providing of food.

7. Preparation of a model Indian home and describing to the class

Presentations will be made at an Indian tribal ceremony. Place chairs in the classroom against the walls. Have students create a "campfire" in the middle of the floor using sticks and orange construction paper cut into different shapes of flame. Students will sit Indian style in a circle around the campfire. Presenters will make their presentations around the campfire.

Resources

CULTURES OF THE EARLIEST INHABITANTS AND SETTLERS OF TEXAS*

INDIAN CULTURE GROUPS / TOPICS	Prehistoric People of Texas	Plains Indian Culture	Southeast Indian Culture	Western Gulf Indian Culture	Pueblo Indian Culture
FOOD-TOOLS NEEDED-METHOD OF SUPPLY					
SHELTER-TOOLS NEEDED-MATERIALS NEEDED					
JOB SKILLS RELATED OR NEEDED					
SOCIAL SKILLS RELATED OR NEEDED					
PERSONAL ATTI-TUDES RELATED TO SUCCESSFUL ACHIEVEMENT					
POLITICAL ORGANIZATION					
RELIGION, IF ANY					

*Note to teacher: Reproduce on 11" x 14" paper or 1/2 poster board.

Teacher Resource
Teaching Assessment (A:1)
SS7

SOCIAL STUDIES, GRADE 7
TEXAS HISTORY

A. STRAND 1: EXPLORATION AND COLONIZATION OF TEXAS

OBJECTIVE 2: ANALYZE THE REASONS FOR EUROPEAN EXPLORATION AND COLONIZATION OF TEXAS

Resources

TEACHING ACTIVITY: Assign students oral reports on the following explorers and have them make "writing maps."

- Christopher Columbus
- Hernando Cortés
- Alonzo Alvarez de Piñeda
- Pánfilo de Narváez
- Cabeza de Vaca and Esteban
- Esteban and Friar Marcos
- Francisco Vásquez de Coronado
- Hernando De Soto and Luis de Moscoso
- Juan de Oñate
- René-Robert Cavelier, Sieur de La Salle

Assessment: Students will write a report based on the information included on the "writing maps."

Markers, crayons, or map pencils
White or manila paper or posterboard
Films: MP 52237, Texas Revolution; the Exploration and Colonization MP 70729, Texas: The Beginnings
VCR Tape: Christopher Columbus

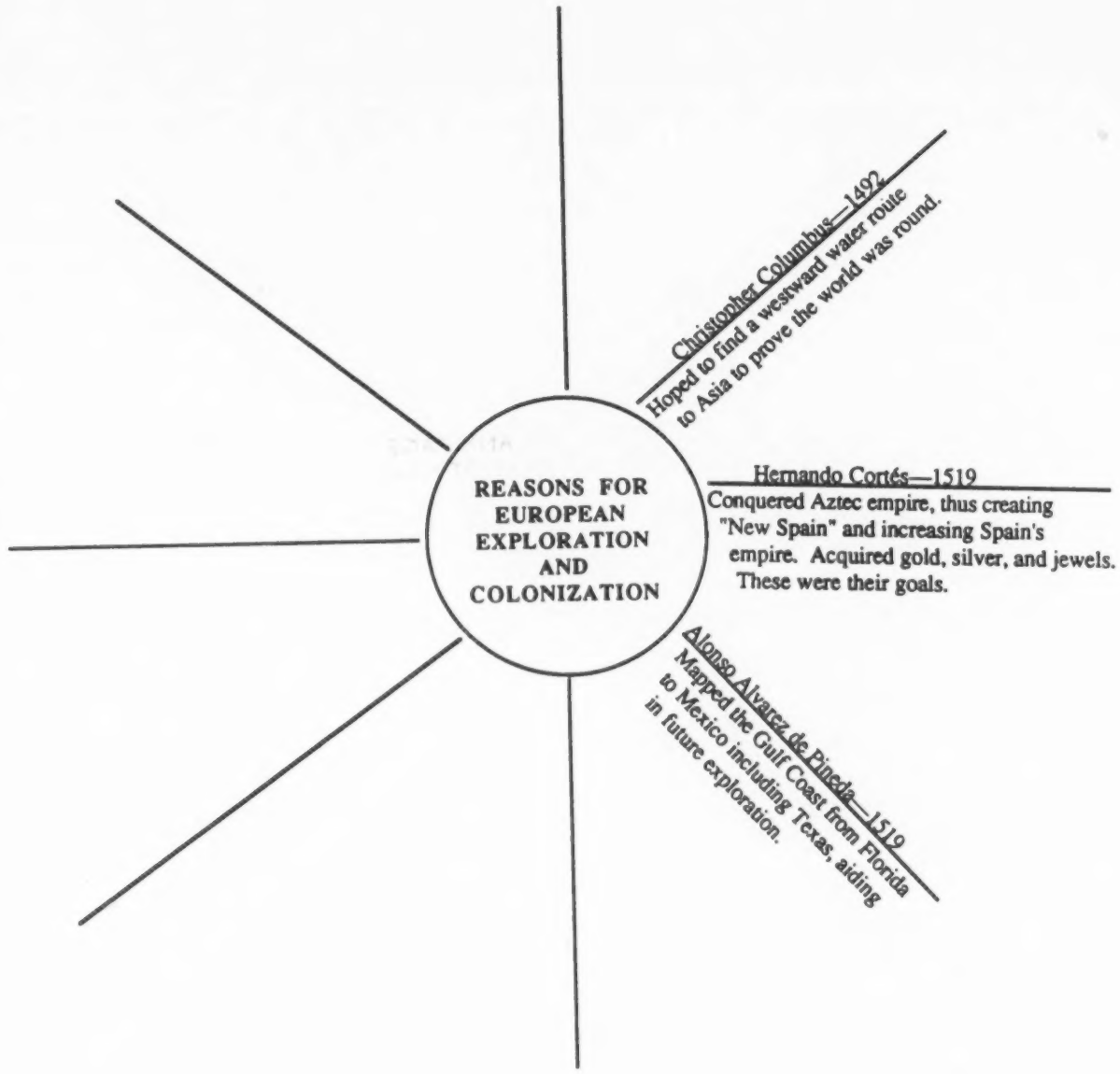
RETEACHING ACTIVITY: Show and discuss at least one of the audiovisuals listed in the resource section.

Assessment: Using their "writing map" and ideas gained from films and discussion, students will draw a mural or pictorial history illustrating the various reasons for European exploration and colonization of Texas.

EXTENSION: Each student will pretend that he/she is a Spanish explorer who has gone on a journey of exploration and colonization for the king and queen of Spain. Students will write a letter to King Ferdinand and Queen Isabella in which they elaborate on the reasons for the journey, its importance, what they hope to accomplish in the name of the king and queen, and the reasons for the subsequent colonization that takes place in Texas.

WRITING MAP

During the time that the reports are presented orally, students will make a "writing map" similar to the following:


REASONS FOR EUROPEAN EXPLORATION AND COLONIZATION
Christopher Columbus—1492
Hoped to find a westward water route to Asia to prove the world was round.
Hernando Cortés—1519
Conquered Aztec empire, thus creating "New Spain" and increasing Spain's empire. Acquired gold, silver, and jewels. These were their goals.
Alonso Alvarez de Pineda—1519
Mapped the Gulf Coast from Florida to Mexico including Texas, aiding in future exploration.

SOCIAL STUDIES, GRADE 7

A. STRAND 1: EXPLORATION AND COLONIZATION OF TEXAS

OBJECTIVE 3: IDENTIFY AND EXPLAIN THE SIGNIFICANCE OF HISTORICAL PERSONALITIES RELATING TO THE DEVELOPMENT OF TEXAS

Resources

TEACHING ACTIVITY: Assign each student the name of a significant historical personality relevant to the period of exploration and colonization. Students will do library research and make an oral report to the class about the historic person. (A suggested list is included with this lesson.)

Assessment: Students will make a notebook of historic personalities. As each report is given, the student will record the following significant data using a form supplied by the teacher:

1. Person's birthdate and place of birth
2. Nature of the times in which he/she lived
3. Significant historic contributions of the person, underlining the most important from the standpoint of Texas
4. Personality characteristics that may have helped this person achieve what he/she did

Teacher-made form to pass out as each report is given.

At the end of each report, the teacher will assist students with the recording of significant data. This may take up one-half of the page.

Instruct the students to use the bottom portion to illustrate the most important historic contribution that they underlined in number 3.

Map pencils or markers

Students will add to the notebook each time a report is given. Reports may cover a six-weeks period with the notebook due at the end of the six weeks.

RETEACHING ACTIVITY: Divide class into cooperative learning groups of 3 or 4 students. Assign each group the life and times of 3 or 4 personalities, chronologically. Using their notebooks for reference, each group will write a journal article or news report for an oral presentation to the class. Each article or news report will then be placed in a class notebook.

Assessment: Give each group sections of poster board. They will produce a timeline with illustrations for their portion of history. The timelines will be placed together around the room chronologically.

poster boards

EXTENSION: Using pieces of poster board, students will create Texas History games that can be used for sponge activities in the classroom. Examples of "Games" are included with this lesson.

Significant Historical Personalities

1. Christopher Columbus
2. Hernando Cortés
3. Alonzo Alvarez de Piñeda
4. Cabeza de Vaca
5. Esteban
6. Fray Marcos de Niza
7. Francisco Vásquez de Coronado
8. Hernando de Soto
9. Luis de Moscoso
10. Juan de Oñate
11. René-Robert Cavelier, Sieur de La Salle
12. Philip Nolan
13. Bernardo Gutiérrez
14. Augustus Magee
15. Jean LaFitte
16. Dr. James Long
17. Jane Long
18. Moses Austin
19. Stephen F. Austin
20. José Antonio Navarro
21. Gail Borden
22. Green DeWitt
23. Lorenzo de Zavala
24. Arthur Wavell
25. David Burnet
26. Joseph Vehlein
28. James Power
29. James Hewetson
30. John McMullen
31. James Gloin
32. Martín de León
33. Erasmo Seguín
34. Juan Sequín

Example Game - 1

Strand 1 - Texas Historic Personality Bingo

Cut a piece of poster board into 4 pieces. Each piece will become a "bingo card." Make twenty-five spaces on the "card":

Juan de Oñate	Jean Laffitte	Moses Austin	Sieur de LaSalle	José Antonio Navarro
Arthur Wavell	James Power	Jane Long	Cabeza de Vaca	Augustus Magee
Esteban	Lorenzo de Zavala	FREE	Francisco Vasquez de Coronado	Martín de Leon
Fray Marcos de Niza	Philip Nolan	David Burnet	Christopher Colombus	Luis de Moscoso
Hernado Cortez	Joseph Vehlein	Juan Seguin	Gail Borden	Stephen F. Austin

Each card will have a different arrangement of names, and all names will not be used on each card. Small cards will be made out of poster board to match the names.

The small cards will be placed face down on a "master" poster board of a different color. Cards with names will then be drawn by a "caller," or each student may pick a card for each turn.

Students may win by getting a row of names, horizontally, vertically, or diagonally. Dried beans may be used for markers of names.

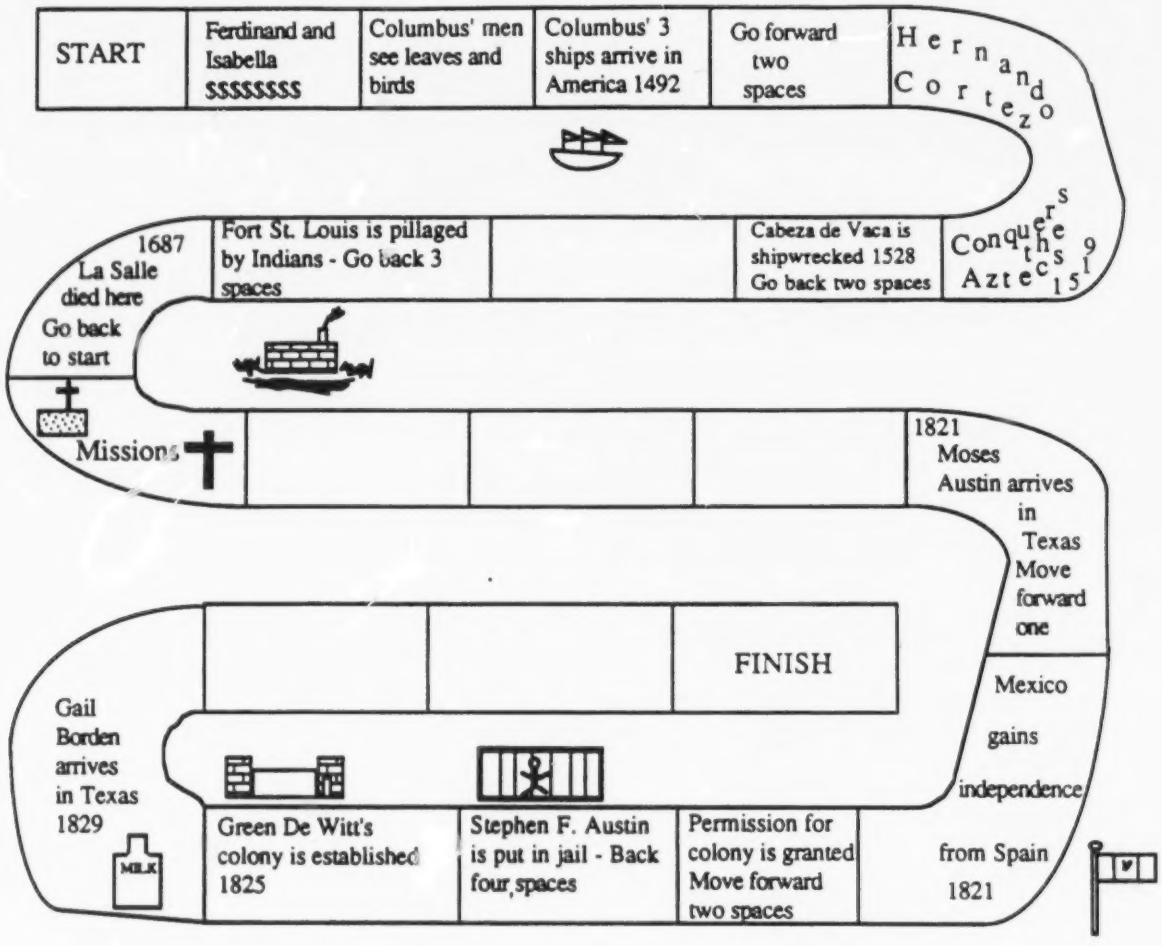
Teacher will laminate all materials for year-round use.

Example Game - 2

Strand 1 - Historic People and Their Times

Cut a piece of poster board in half to make two long rectangles. Students will create games in which dice may be used to move along "historic spaces." An alternative to using dice may be to have numerous small cards with numbers written on them that can be drawn out of a box.

Example Game - 2 - continued


START
Ferdinand and Isabella $$$$$$$$
Columbus' men see leaves and birds
Columbus' 3 ships arrive in America 1492
Go forward two spaces
Hernando Cortez Conquers the Aztecs 1519
Cabeza de Vaca is shipwrecked 1528 Go back two spaces
Fort St. Louis is pillaged by Indians - Go back 3 spaces
1687 La Salle died here Go back to start
Missions
1821 Moses Austin arrives in Texas Move forward one
Mexico gains independence from Spain 1821
FINISH
Gail Borden arrives in Texas 1829
MILK
Green De Witt's colony is established 1825
Stephen F. Austin is put in jail - Back four spaces
Permission for colony is granted Move forward two spaces

Students will create paths of history with obstacles, advancements, and illustrations. Opportunities for creativity are limitless.

Teacher will laminate all materials when the games are complete.

Teacher Resource
Extension (A:3)
SS7

SOCIAL STUDIES, GRADE 7

C. STRAND 3: POLITICAL AND SOCIAL HISTORY OF TEXAS

OBJECTIVE 1: EVALUATE THE ROLE OF TEXAS IN THE CIVIL WAR

TEACHING ACTIVITY: Have students compare and contrast the four battles of the Civil War which occurred within the boundaries of Texas. Use transparency included with this lesson and complete with input from students. (Refer students to textbook pp. 336-351.)

Assessment: Have students complete assessment handout included with this lesson.

RETEACHING ACTIVITY: Use transparency of map of Texas and have students locate battle sites, opposing commanders, and victors of each battle.

Assessment: Use assessment handout included with this lesson.

EXTENSION: Imagine that Texas had fought on the side of the Union during the Civil War. How might this have affected the outcome of the war? Give examples and explain.

<u>Resources</u>
Textbook
Texas, Our Texas, Holt, Rinehart

Transparencies

Student handouts

TEXAS CIVIL WAR BATTLES

Directions: Complete the following chart.

Name of Battle	Union Leader	Confederate Leader	Goal of Battle	Results of Battle
Galveston Island				
Sabine Pass				
Gulf Coast and South Texas				
Palmito Ranch				

Transparency
Teaching Activity (C:1)
SS7

TEXAS CIVIL WAR BATTLES

Directions: Complete the following chart.

Area of Battle/ Name of Battle	Union Leader	Confederate Leader	Goal of Battle	Results of Battle
Galveston Island			Texas hoped to recapture the port for the South.	
Sabine Pass	General William B. Franklin			
Gulf Coast and South Texas				Union troops withdraw. Confederate victory
Palmito Ranch		John S. Ford		

Student Handout
Teaching Assessment (C:1)
SS7

TEXAS MAP

On this map of Texas, locate and label the following battles: Galveston Island, Sabine Pass, Gulf Coast and South Texas, and Palmito Ranch.

Prepare a legend identifying the leaders from the Union and the Confederacy in each battle and identifying the victors.

LEGEND

Transparency
Reteaching Activity (C:1)
SS7

TEXAS MAP

On a map of Texas, label the site of each battle of the Civil War with the names of the leaders for both the Union and the Confederacy, and identify the victors of each battle.

C. STRAND 3: POLITICAL AND SOCIAL HISTORY OF TEXAS

OBJECTIVE 2: ANALYZE THE EFFECTS OF THE TEXAS CONSTITUTION OF 1876 ON POLITICAL DEVELOPMENTS IN TEXAS

Resources

Textbook
Texas, Our Texas, Holt, Rinehart

TEACHING ACTIVITY: (Oral activity with notes) Students will compare and contrast the Constitution of 1876 with the Constitution of 1869 in the following areas:

a. powers granted to the governor,
b. terms of office,
c. spending.

Discussion may be narrow or broad spectrum.

Assessment: Students will identify the standard of each constitution as being part of the constitution of 1869 or 1876.

RETEACHING ACTIVITY: Have students complete a chart as shown:

	Powers granted to the governor	Terms of office	Spending
Constitution of 1869			
Constitution of 1876			

Assessment: Have students complete a compare and contrast activity for the Constitution of 1869 and the Constitution of 1876.

EXTENSION: Students will compare the limits placed on the state of Texas with restrictions placed on United States government by the United States Constitution.

OR

Students will speculate on what types of problems might occur without restrictions on government.

C. STRAND 3: POLITICAL AND SOCIAL HISTORY OF TEXAS

OBJECTIVE 3: CLASSIFY THE STRUCTURE AND FUNCTION OF GOVERNMENT AT LOCAL AND STATE LEVELS

Resources

Textbook
Texas, Our Texas, Holt, Rinehart

TEACHING ACTIVITY:

Class is divided into three groups: (See textbook p. 571.)

1. Council - Manager
2. Mayor - Council
3. Commission

Each group will describe the members and duties of members for the grouping and present the information to the class in a panel discussion format.

Assessment: Students will write a paragraph discussing any one of the three forms of municipal government, including members and duties.

RETEACHING ACTIVITY: Students will complete a matching format worksheet giving the three forms of government and various duties of each.

Assessment: Given the duties of municipal government, students will label each as 1) Council - Manager, 2) Mayor - Council, and 3) Commission.

EXTENSION: Students will describe in writing their own plan of municipal government. They may combine any of the forms studied in this unit, or it may be an entirely original form of government.

C. STRAND 3: POLITICAL AND SOCIAL HISTORY OF TEXAS

OBJECTIVE 4: ANALYZE SIGNIFICANT EVENTS AND ROLES OF INDIVIDUALS IN TEXAS HISTORY FROM POST-RECONSTRUCTION TO PRESENT

Resources
Textbook
Texas, Our Texas, Holt, Rinehart

TEACHING ACTIVITY: Students will make a puppet and complete a biographical skit about one of the following persons: Buddy Holly, Barbara Jordan, Lyndon B. Johnson, Mariam Ferguson, Jim Wright, Ann Richards, Lady Bird Johnson, James S. Hogg, John Tower, Henry Cisneros, Willie Nelson, Katherine Anne Porter, J. Frank Dobie, Tom Landry, Sam Rayburn, Henry Gonzalez, Audie Murphy, Dwight D. Eisenhower, Howard Hughes, etc. Each puppet and skit will be presented to the class for a grade, and students will take notes over five personalities in whom they are interested.

Assessment: Each student will name five significant individuals in Texas history selected from the skits on personalities from post-reconstruction to the present.

RETEACHING ACTIVITY: (Interchangeable with Reteaching Assessment) Students will complete a matching activity involving significant individuals in Texas history from post-reconstruction to present.

Assessment: (Interchangeable with Reteaching Activity) Have students read sentences describing the life/accomplishments of personalities in the first person format (i.e., "I am...") and have students identify the individual being described.

EXTENSION: Students will complete a three-paragraph paper titled "If I could be anyone in Texas history from the post-reconstruction era to the present, I would be _____, because...."

C. STRAND 3: POLITICAL AND SOCIAL HISTORY OF TEXAS

OBJECTIVE 5: EXAMINE THE STRUCTURES AND OPERATION OF PUBLIC EDUCATION IN TEXAS

Resources
Textbook
Texas, Our Texas, Holt, Rinehart

TEACHING ACTIVITY: Students will make a timeline of public education in Texas beginning with the early days of education in the Republic of Texas and including such milestones as Lamar's education plans, Governor Pease's School Law of 1854, establishment of top universities and colleges, Civil War education, turn of the century education, G. I. Bill, Brown vs Board of Education/civil rights movements, integration of public schools, 1980's bills (HB72, mandatory testing), etc. This timeline will be the basis for discussion of these events and their importance.

Assessment: Students will arrange in chronological order five specific events that have taken place in education from the time of the Republic until the present.

RETEACHING ACTIVITY: Teacher will lead a discussion of Article VII of the Constitution which commands an establishment of, and maintenance and support of, public free schools in Texas.

Assessment: In a brief paragraph, students will tell why there are public schools in Texas.

EXTENSION: Students will describe what life for them might be like had public schools not been established in Texas.

Social Studies
GRADE EIGHT
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
A. Strand 1 [United States development as an independent unified nation]		
1. Identify the early explorers and explain the significant factors which influenced their explorations	1A	R4, 5
2. Examine the effects of colonization on the development of the United States emphasizing the factors which influenced the settlement and growth of the colonies (economic, political, social, and geographical)	1A	
3. Analyze the major events leading to the independence of the United States by evaluating the attempts of Britain to tighten its control over the colonies	1C	R7
4. Examine the causes and effects of the United States' involvement in foreign affairs and international conflicts (e.g., War of 1812, Monroe Doctrine, Oregon Territory, Texas, Louisiana, and Gadsden Purchase)	1D	W9
5. Interpret and evaluate the reasons for the rise of sectionalism	1E	R7
6. Analyze the economic, social, and political causes of the Civil War	1F	R7
7. Analyze the political, economic, and social effects of the Civil War and Reconstruction on the life of the American people	1G	R3
8. Identify and evaluate significant historical individuals and their contributions and/or role in the development of the United States	1H	R3
B. Strand 2 [Geographic influence on the historical development of the United States]		
1. Compare the major physical features and economic resources of the United States and explain how they influenced the development of the United States	2A,G 3C	R11
2. Examine the major geographical regions of the United States and analyze the similarities and differences to those of Canada and Mexico	2B, F	R7
3. Examine the geographical areas that were acquired to form the United States and relate how demographic patterns were influenced as the United States grew through treaty, annexation, and acquisition	2C, E	R11

*R--Reading
W--Writing

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
4. Locate and explain the importance of selected historical sites and places in the United States	2D	
C. Strand 3 [Economic development and growth of the United States]		
1. Explain the mercantile system and its effect upon the development of the colonies	3A	
2. Analyze the emergence and benefits of the free enterprise economic system in the United States	3B	
3. Analyze the impact of business cycles on the United States in relation to technological innovations in business, industry, and agriculture	3D, F	R5
4. Analyze the economic impact of various wars on the United States	3E	R5
5. Compare the relationship of economic sectionalism and the Civil War	3G	R5
6. Identify significant American business, industrial, and labor leaders and their role in the development of the United States	3H	
D. Strand 4 [Social and cultural developments of the United States]		
1. Analyze the various cultures of the American Indian (geographic location, social and economic factors)	4A	R7
2. Explain the phrase "A Nation of Immigrants" by identifying ethnic and racial groups that settled in the United States and explain reasons for immigration	4B	
3. Analyze the contributions of ethnic and racial groups and individuals and their role in the development of the United States	4C	
4. Analyze social reform movements, leaders, issues, and results during the growth of the American nation	4D	R3
5. Examine the developments in the fine arts areas and other culturally related activities during the 18th and 19th centuries	4E	
E. Strand 5 [Political development of the United States]		
1. Analyze the political ideas that form the basis for the American political system as brought out within the Constitution of the United States of America	5A	R3
2. Analyze the main political, economic, and social ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence	5B	

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TEAMS *
3. Examine the structure and functions of the three branches of the national government and explain the system of checks and balances within the American political system	5C,D	
4. Indicate ways of maintaining a division of power among the local, state, and national governments	5E	
5. Analyze the historical developments of political parties by examining major political campaigns, elections, issues, and leaders	5F,G	R4
6. Interpret the concept that the United States has a "government of law, not men"	5H	
7. Analyze major historical documents that relate to the development of the United States	5I	
F. Strand 6 [Social studies attitudes, values, and skills for citizenship]		
1. Explain why respect for self and others should be important to an individual	1A-D	
2. Examine varied aspects of democratic beliefs and personal responsibilities necessary in becoming a well-rounded citizen	2A-L	
3. Evaluate what is necessary to support the American economic system	3A-J	
4. Apply social studies skills • Analyze and synthesize information • Draw conclusions, make inferences, and develop criteria for making judgments • Understand cause/effect relationships • Locate and gather information • Distinguish fact from opinion • Organize and express ideas in written form • Use problem-solving skills • Sequence historical data and information	4A-M	R4-7, R9-10, W7-10

Social Studies, Grade 8
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
The following objectives should be taught sequentially as listed.	*A History of the Republic*, Prentice-Hall
B. STRAND 2	
*1. Compare the major physical features and economic resources of the United States and explain how they influenced the development of the United States (2A, G, 3C)	Chapter 1 "U. S. Physical Regions," filmstrip series p. 576
2. Examine the major geographical regions of the United States and analyze the similarities and differences to those of Canada and Mexico (2B, F)	Chapter 1 "U. S. Physical Regions," filmstrip series
D. STRAND 4	
*1. Analyze the various cultures of the American Indian (geographic location, and social and economic factors) (4A)	Chapter 3 Fort Worth Museum of Science and History
*3. Analyze the contributions of ethnic and racial groups and individuals and their role in the development of the United States (4C)	Chapters 3 and 4
A. STRAND 1	
1. Identify the early explorers and explain the significant factors which influenced their explorations (1A)	Chapter 3 "Christopher Columbus," videotape movie "The Crusades," "Middle Ages," filmstrips Fort Worth Museum of Science and History
2. Examine the effects of colonization on the development of the United States emphasizing the factors which influenced the settlement and growth of the colonies (economic, political, social, and geographical) (1A)	Chapters 4, 5, 6 "Puritan Family of New England," 16mm film "Forsaking England," "Making a New World," videotape movie "Immigration: Beginnings - 1800's," filmstrip
C. STRAND 3	
1. Explain the mercantile system and its effect upon the development of the colonies (3A)	Chapters 4, 5, 6 "Puritan Family of New England," 16mm film "Forsaking England," "Making a New World," videotape movie "Immigration: Beginnings - 1800's," filmstrip
A. STRAND 1	
3. Analyze the major events leading to the independence of the United States by evaluating the attempts of Britain to tighten its control over the colonies (1C)	Chapters 6, 7, 8 "Firebell in the Night," filmstrip "Boston Tea Party," "Shot Heard Round the World," 16mm movies "Paul Revere's Ride," audio tape *Unlocking the Constitution and the Declaration of Independence*," Goldsburg-Haynes

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
The following objectives should be taught sequentially as listed.	*A History of the Republic*, Prentice-Hall
E. STRAND 5	
*7. Analyze major historical documents that relate to the development of the United States (5I)	Chapter 9.1 Chapter 9.2 *Unlocking the Constitution and the Declaration of Independence*, Goldsburg-Haynes
*1. Analyze the political ideas that form the basis for the American political system as brought out within the Constitution of the United States of America (5A)	Chapters 9.3 and 9.4 "The Presidency," "The Legislature," and "The Supreme Court," filmstrip series "System of Checks and Balances," "How a Bill Becomes Law," "The Federal System," transparencies
*2. Analyze the main political, economic, and social ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence (5B)	Chapter 9.1 Chapter 9.2 *Unlocking the Constitution and the Declaration of Independence*, Goldsburg-Haynes
*3. Examine the structure and functions of the three branches of the national government and explain the system of checks and balances within the American political system (5C, D)	Chapter 9.2 *Unlocking the Constitution and the Declaration of Independence*, Goldsburg-Haynes
*4. Indicate ways of maintaining a division of power among the local, state, and national governments (5E)	Chapters 9.3 and 9.4 "The Presidency," "The Legislature," and "The Supreme Court," filmstrip series "System of Checks and Balances," "How a Bill Becomes Law," "The Federal System," transparencies
*5. Analyze the historical developments of political parties by examining major political campaigns, elections, issues, and leaders (5F, G)	Chapter 10.3 - 14 "U. S. Political Parties," filmstrip 1988 Presidential Debates
*6. Interpret the concept that the United States has a "government of law, not men" (5H)	"Thomas Jefferson and Alexander Hamilton," "The U. S. Presidency," filmstrips
B. STRAND 2	
*3. Examine the geographical areas that were acquired to form the United States and relate how demographic patterns were influenced as the United States grew through treaty, annexation, and acquisition (2C, E)	Chapters 12.2-14 "Movement West," *American Series*, filmstrip "Little House on the Prairie," videotape
C. STRAND 3	
5. Compare the relationship of economic sectionalism and the Civil War (3G)	Chapter 15 "Cotton Production," "Growth of Slavery," transparencies Chapter 17 "ROOTS," videotape movie

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives (Essential Elements)	Resources
D. STRAND 4	
*4. Analyze social reform movements, leaders, issues, and results during the growth of the American nation (4D)	Chapter 16 *Uncle Tom's Cabin* "William and Ellen Craft - Escape to Freedom," videotape movie Reform issues as addressed in *Current Events* and *Junior Scholastic* magazine
A. STRAND 1	
1. Interpret and evaluate the reasons for the rise of sectionalism (1E)	Chapter 17 "ROOTS," videotape movie
2. Analyze the economic, social, and political causes of the Civil War (1F)	Chapter 18 "North and South," and ROOTS," videotape movies
*3. Analyze the political, economic, and social effects of the Civil War and Reconstruction on the life of the American people (1G)	Chapter 19 "ROOTS," videotape movie

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
The remaining objectives for Grade 8 do not have to be taught sequentially.	*A History of the Republic*, Prentice-Hall
A. STRAND 1	
*4. Examine the causes and effects of the United States' involvement in foreign affairs and international conflicts (e.g., War of 1812, Monroe Doctrine, Oregon Territory, Texas, Louisiana, and Gadsden Purchase) (1D)	Chapters 10, 11
*8. Identify and evaluate significant historical individuals and their contributions and/or role in the development of the United States (2D)	Chapters 10-19 "U. S. Presidents," filmstrip series
B. STRAND 2	
4. Locate and explain the importance of selected historical sites and places in the United States (2D)	"Shrines and Monuments," filmstrip
C. STRAND 3	
2. Analyze the emergence and benefits of the free enterprise economic system in the United States (3B)	
*3. Analyze the impact of business cycles on the United States in relation to technological innovations in business, industry, and agriculture (3D, F)	Chapter 12.1 "The Making of We Are the World," videotape movie
*4. Analyze the economic impact of various wars on the United States (3E)	Chapters 14-18
*6. Identify significant American business, industrial, and labor leaders and their role in the development of the United States (3H)	Chapters 12, 15
D. STRAND 4	
*2. Explain the phrase "A Nation of Immigrants" by identifying ethnic and racial groups that settled in the United States and explain reasons for immigration (4B)	
*5. Examine the developments in the fine arts areas and other culturally related activities during the 18th and 19th centuries (4E)	
F. STRAND 6	
*1. Explain why respect for self and others should be important to an individual (1A-D)	
*2. Examine varied aspects of democratic beliefs and personal responsibilities necessary in becoming a well-rounded citizen (2A-L)	"Don't Drive Drunk," audio tape

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives (Essential Elements)	Resources
F. STRAND 6 (continued)	
*3. Evaluate what is necessary to support the American economic system (3A-J)	
*4. Apply social studies skills (4A-M) • Analyze and synthesize information • Draw conclusions, make inferences, and develop criteria for making judgments • Understand cause/effect relationships • Locate and gather information • Distinguish fact from opinion • Organize and express ideas in written form • Use problem-solving skills • Sequence historical data and information	Chapters 1-19 Skill Lessons

•Certain objectives are taught throughout the course/grade level.

C. STRAND 3: ECONOMIC DEVELOPMENT AND GROWTH OF THE UNITED STATES

OBJECTIVE 1: COMPARE THE MAJOR PHYSICAL FEATURES AND ECONOMIC RESOURCES OF THE UNITED STATES AND EXPLAIN HOW THEY INFLUENCED THE DEVELOPMENT OF THE UNITED STATES.

Resources

Textbook
A History of the Republic ... to 1877

TEACHING ACTIVITY: Write the question, "What are economic resources?" on the board, and have the students brainstorm about resources and their uses in business and industrial development in the United States.

Next, direct the discussion to regions of the country with characteristics that are different from other regions of the country. Example: Why is cotton grown in Alabama, but not in Massachusetts?; or, Why is commercial fishing done in Alaska and Maine, but not in Kansas or Oklahoma? Explain that factors such as climate, long growing seasons, availability of coastlines, rich soil, convenient waterways, weather, etc., have influenced the development of certain areas of this country.

Assessment: Refer to the maps on pp. 576-577 to answer the following:

1. Included among the numerous economic activities in the Southwest and Texas are (a) iron and steel plants and (b) petroleum and coal products. Explain why these economic activities are so prevalent in these regions.
2. On the blank map provided, label the states in the southeastern United States where these economic activities (see item 1 above) are so prevalent.

Student Handout

RETEACHING ACTIVITY: Make a list of economic resources and place this list on the board. This list might include any of the following conditions and/or resources:

- rocky, hilly soil
- long growing season
- abundant rainfall
- abundant forests
- rich, rock free soil
- flat, rich land
- natural river systems
- mountains
- plains
- seashores
- natural shore lines
- abundant fish
- coal and iron ore
- oil and gas
- harsh climate

Explain to the students that these conditions and/or resources influenced the development of the region where they existed.

Example: Question — Why is there so little farming in New Mexico and Nevada, but a great deal of grazing and mining?

Answer — The conditions/resources include mountain areas, rocky soil, many natural resources, but little land suitable for farming.

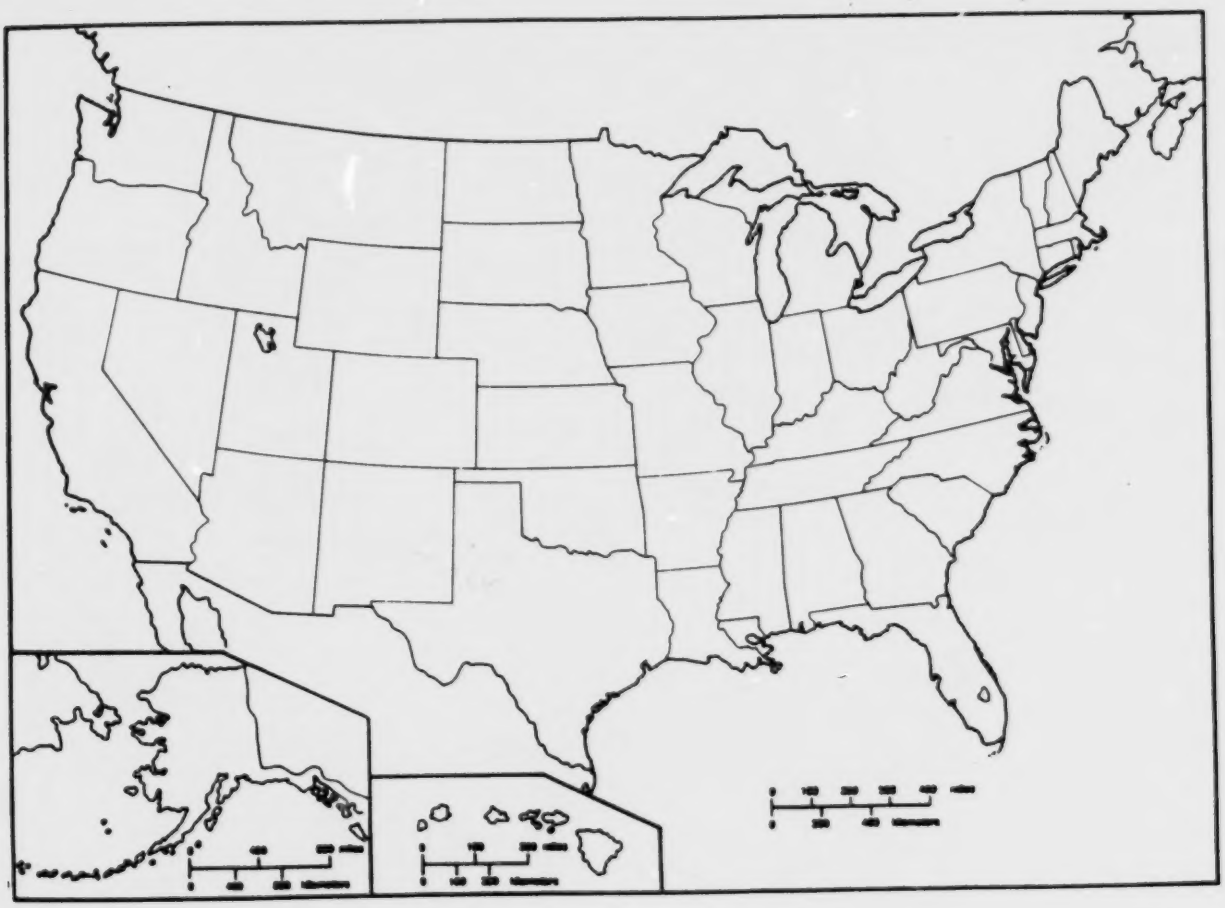
Assessment: Have each student take five states and complete a chart listing as many of their economic activities as possible on one side. On the other side, list the conditions/resources that have caused the development of these activities in these five states.

Example

STATE	ECONOMIC ACTIVITIES	CONDITIONS/RESOURCES
TEXAS	cotton, cattle industry, lumber, steel, and iron	mild climate, long growing season, long seashore, coal and iron ore,

EXTENSION: Have the students take any ten states and locate at least one economic activity that dominates that state.

UNITED STATES MAP (INCLUDING ALASKA AND HAWAII)



E. STRAND 5: POLITICAL DEVELOPMENT OF THE UNITED STATES

OBJECTIVE 1: ANALYZE THE POLITICAL IDEAS THAT FORM THE BASIS FOR THE AMERICAN POLITICAL SYSTEM AS BROUGHT OUT WITHIN THE CONSTITUTION OF THE UNITED STATES

TEACHING ACTIVITY:

1. Use the transparency of the chart of the Virginia and New Jersey Plans to discuss with students the differences between the two plans.
2. Review the meaning of the word *compromise*. Ask students to give examples of situations in which compromise was necessary to reach an agreement or settle a dispute.
3. Use the attached transparency, which illustrates the Great Compromise, and ask students to identify the concepts of the Virginia and New Jersey Plans that were included in the Great Compromise.

Assessment: Students will write a paragraph explaining the Great Compromise.

RETEACHING ACTIVITY: The students will complete a chart of the Virginia and New Jersey Plans and draw a circle around the parts of each plan that were included in the Great Compromise. (See student handout.)

Assessment: Students will explain why each of the following were included in the Great Compromise:

1. a three-branch government
2. a two-house legislature
3. two senators for each state
4. a lower house with representation based on population

EXTENSION: Organize students into cooperative learning groups. Students will develop an alternative compromise for the problems faced under the Articles of Confederation.

Resources

Textbook
A History of the Republic ... to 1877

Filmstrip:
The Constitution at 200: Why Does it Still Work? - part 2- The Great Compromise, Assoc. Press, Prentice Hall Media

Transparencies

Student Handout

THE CONFLICTING PLANS

Virginia Plan	New Jersey Plan
Created three-branch government: • Legislative • Executive • Judicial	Created three-branch government: • Legislative • Executive • Judicial
Two-house legislature • Lower House • Upper House • Seats in both houses divided up by population so states with larger populations elect more representatives	One-house legislature • One vote for each state regardless of population
Small states protested plan	Large states protested plan

GREAT COMPROMISE

THREE-BRANCH GOVERNMENT

- Legislative
- Executive
- Judicial

TWO-HOUSE LEGISLATURE

- Upper House - Senate

(Two Senators for <u>each</u> State)

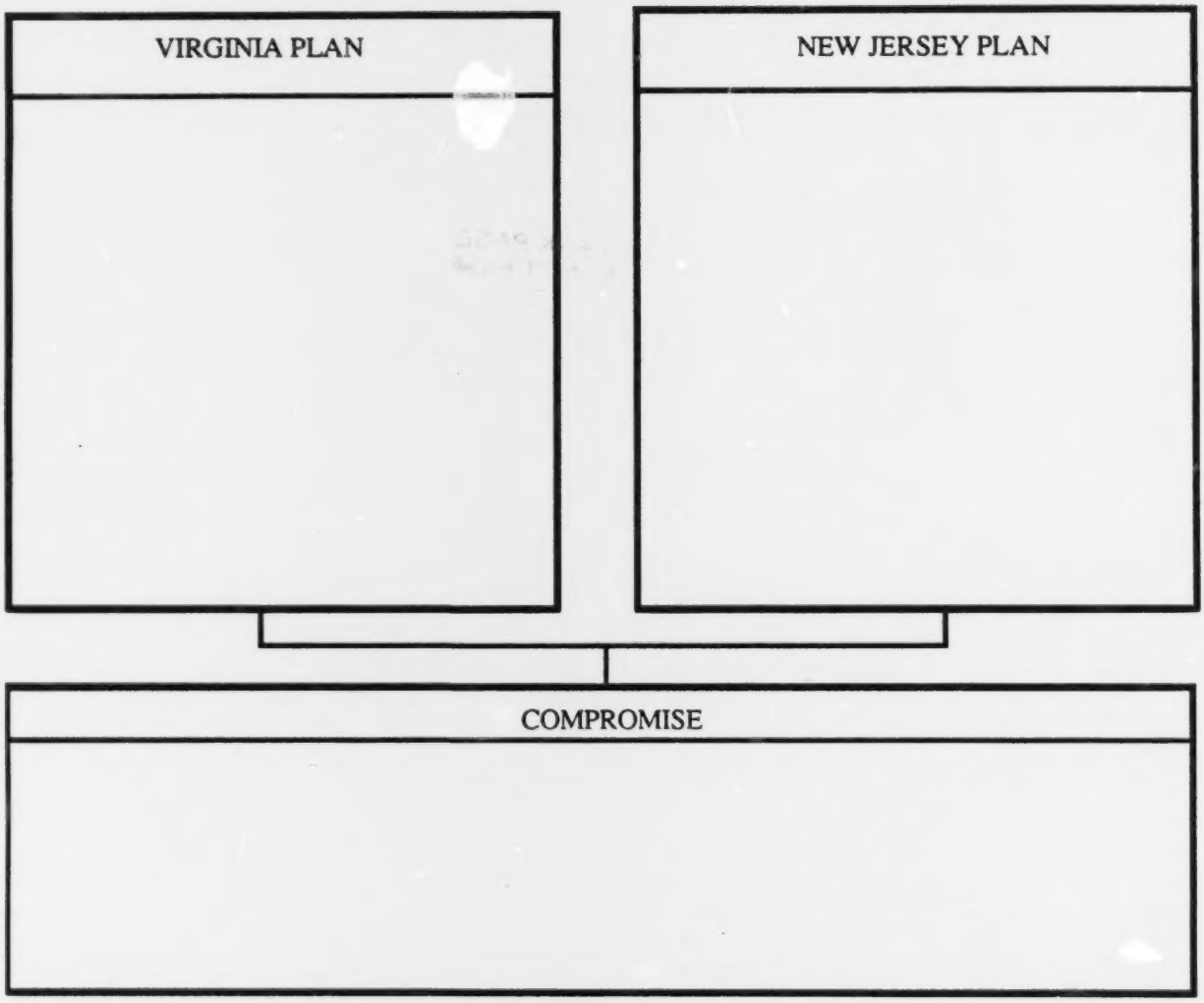
- Lower House - House of Representatives

(Seats Divided up According to the <u>Population</u> of Each State)

Transparency
Teaching Activity (E:1)
SS8

THE CONFLICTING PLANS

Directions: Complete the chart below.



E. STRAND 5: POLITICAL DEVELOPMENT OF THE UNITED STATES

OBJECTIVE 7: ANALYZE MAJOR HISTORICAL DOCUMENTS THAT RELATE TO THE DEVELOPMENT OF THE UNITED STATES

Resources

TEACHING ACTIVITY: Make a list of some of the problems the new government faced under the Articles of Confederation.

Textbook
A History of the Republic ... to 1877

Example:

a. no president
b. no power to tax
c. no court system
d. no common monetary system
e. states had final authority

Divide students into cooperative learning groups of three to four. Assign a specific problem to each group for examination. (**Example:** Students may discuss and list problems, demonstrate, role play, make comparison/contrast chart, etc.) Each group will make a presentation to the class regarding problems posed by the Articles.

Assessment: Using the student handout, students will check those items that represent problems faced by the government under the Articles of Confederation.

Student Handout

RETEACHING ACTIVITY: Use a filmstrip on the Articles of Confederation to list three problems created by the Articles of Confederation.

Filmstrip on the Articles of Confederation

Assessment: Students will complete the reteaching assessment handout.

Student Handout

EXTENSION: Each student will write an essay explaining what he/she thinks is the biggest problem with the Articles of Confederation and explain why.

ASSESSMENT ACTIVITY

ARTICLES OF CONFEDERATION

Directions: Put a check mark (✓) next to each statement that represents a problem faced by the government under the Articles of Confederation.

1. _____ A strong President carried out the laws.

2. _____ The states had final authority.

3. _____ The central government could not regulate trade.

4. _____ The central government could not tax.

5. _____ A court system settled disputes between the states.

6. _____ There was no unified military.

7. _____ The federal judiciary was too powerful.

ASSESSMENT ACTIVITY

ARTICLES OF CONFEDERATION

Answer Key

Directions: Put a check mark (✓) next to each statement that represents a problem faced by the government under the Articles of Confederation.

1. ____ A strong President carried out the laws.

2. ✓ The states had final authority.

3. ✓ The central government could not regulate trade.

4. ✓ The central government could not tax.

5. ____ A court system settled disputes between the states.

6. ✓ There was no unified military.

7. ____ The federal judiciary was too powerful.

RETEACHING ASSESSMENT

ARTICLES OF THE CONFEDERATION

Directions: Write *true* or *false* in the blank for each statement. For every item that is answered *false*, explain why it is so.

1. _____ The Articles of Confederation created a very strong central government.

2. _____ The Articles of Confederation did not provide a court system.

3. _____ The central government had the power to raise taxes.

4. _____ The central government could not regulate trade.

5. _____ A strong President carried out the laws.

RETEACHING ASSESSMENT

ARTICLES OF THE CONFEDERATION

Answer Key

Directions: Write *true* or *false* in the blank for each statement. For every item that is answered *false*, explain why it is so.

1. ___*false*___ The Articles of Confederation created a very strong central government.

2. ___*true*___ The Articles of Confederation did not provide a court system.

3. ___*false*___ The central government had the power to raise taxes.

4. ___*true*___ The central government could not regulate trade.

5. ___*false*___ A strong President carried out the laws.

BASIC ASSUMPTIONS FOR AN EFFECTIVE STUDY SKILLS PROGRAM

A study skills program must:

- provide students with frequent and diverse opportunities to apply skills for learning in various content areas
- provide students with frequent opportunities for effective oral and written communication
- teach a variety of individual and collaborative problem-solving strategies
- provide opportunities for selection and evaluation of appropriate learning strategies by students
- develop and improve students' data gathering techniques
- develop creative, critical, and analytical thinking skills
- help students to develop self-management skills
- combine individual component study skills into a usable, unified process
- provide students with opportunities to visualize and develop short- and long-term goals
- provide students with opportunities to enhance positive self-concept through successful learning experiences

Social Studies
HOW TO STUDY
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TAAS
A. STRAND 1 Demonstrate Management of Self and Resources in Daily Activities		
1. Demonstrate materials management skills by arranging and keeping a class notebook	SS2C *(6) LA4C (6) S3 (7) AVS** 4AC	 R2
2. Derive meaning from text and follow written directions	SS7C (6) LA3D (6) LA4F,I (7) LA4H (8) AVS4A-C,F, G,L	 R1,5 R2,5
3. Participate in activities designed to enhance concept of self as a decision-maker by planning input into his/her control over time, environment, and associates through • setting and reviewing periodic goals • scheduling time usage • choosing proper environment	SS6D (6) S11A-F (7) S1B,6A-B (8)	
4. Participate in activities designed to improve concept of self as a learner	SS6D (6) S11A-F (7) S10 (8)	
5. Derive meaning from subject area textbooks by using them to locate information	SS5D,7C (6) LA,3Diii (6) SS1C,4D (7) SS2A,D (8) LA2A-B (8) 4I-K (8) AVS4A,F,L	 W2,R5 R5

* Grade level
** Attitudes, values, and skills

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TAAS
B. STRAND 2 Improve Oral and Written Communication Skills		
1. Pratice active listening techniques in both independent and group learning situations requiring the learner to • follow directions • paraphrase • summarize	SS1B-C (6) LA1A,C-D (6) 2B,3C(v) (6) LA2B,4F,I(7) 5A-C,SS2F(7) LA5A-E (8) 4D,H,5B (8) AVS4B,G,H	LA2-3
2. Practice and improve oral communication skills by • working in small groups • participating in constructive group discussions • delivering individual or team reports	SS1A,7B-C(6) LA2A-B (6) LA5A-B (7) S4A-B (7) S4A-C (8) LA5A-C (8) M1C (8) AVS4F-G	M10-13 LA1,3,4 M10-13 R3
3. Use writing process techniques in daily and weekly writing activities	SS7C (6) LA4Ai-ii (6) 4B-C (6) LA1,A-I (7) S4A-B (7) S4A-C (8) 7A-D (8) LA1A-K (8) AVS4D	W1-7 W1-7
C. STRAND 3 Develop Relevant Data Gathering Techniques for Actual Projects		
1. Utilize techniques for notetaking from both oral and written sources	SS7C,S4A (6) LA4J,5E (7) S2,5B (7) LA5E (8) S2A-B,3, (8) 4A-C,5B (8) M7B AVS4A	LA2-3 W2
2. Utilize a variety of relevant resources and supplemental materials for a specific research topic	S4A (6) S26A-B (7) LA5H-K (8) S2A-B,5B (8) M7B (8) AVS4A	M5 LA2 R5-6 W3

THE LEARNER WILL:	ESSENTIAL ELEMENTS	TAAS
3. Differentiate between relevant and irrelevant information by extracting information usable for a specific research topic	M1B (6) S2 (7) LA4B-C (8) S2A-B (8) 6A-B (8) M7B (8) AVS4A,C,H	M5 LA3,5-6 M11 R6 W4
4. Use a variety of multi-media and primary resources related to a specific research topic	S2,M7C (7) LA2A-B,4K (8) S2A-B, (8) 9A-B (8) M6D-E (8) AVS4A,C,H	LA5 W4
D. STRAND 4 Demonstrate an Ability to Use Creative, Critical, and Analytical Thinking Skills		
1. Practice using specific test-taking strategies for different types of tests (objective, short answer, and essay), and then use those skills in actual test-taking situations	SS7C (6) MA-F (7) MA-F (8)	 LA5 R4
2. Use specific teamwork skills to solve problems	SS7B-C (6) M1C (6) S11A-F (7) S10 (8) M1A-F (8) AVS4J,L	M10-13 M10-13
3. Apply problem-solving processes to solve a variety of academic and real-life problems	SS1B-C (6) 7B-C (6) M1A-B (6) S11A-F (7) M1A-C (7) 4A-H (7) S10 (8) M1A-F (8) AVS4G,J,L	M10-13 LA4 M10-13 R4

Social Studies, How to Study
RECOMMENDED COURSE SEQUENCE

Sequential Objectives (Essential Elements)	Resources
B. Strand 2 1. Practice active listening techniques in both independent and group learning situations requiring the learner to • follow directions • paraphrase • summarize	SSP - Units 1-2, 6 SC - Unit 3, pp. 73-84 TT - Volume 1, "Listening" TC - Chapters 1-3
A. Strand 1 2. Derive meaning from text and follow written directions	SSP - Units 2, 7 SC - Unit 4 GS - Chapters 5-6 TT - Volume 1, "Following Directions"
1. Demonstrate materials management skills by arranging and keeping a class notebook	SSP - Unit 11 SC - Unit 2 GS - Chapters 1-4 TT - Volume 1, "Organization"
3. Participate in activities designed to enhance concept of self as a decision-maker by planning input into his/her control over time, environment, and associates through • setting and reviewing periodic goals • scheduling time usage • choosing proper environment	SSP - Units 3, 4 SC - Unit 2 GS - Chapters 1, 3-4 TT - Volume 1, "Time Management" and "Goal Setting" TC - Chapter 6, "Procrastination"
D. Strand 4 2. Use specific teamwork skills to solve problems	SC - Units 1-7 SSP - Units 1-15 GS - Chapter 1 TC - Chapter 6
3. Apply problem-solving processes to solve a variety of academic and real-life problems	SSP- Units 1-15 SC - Units 1-7 GS - Chapters 1,4 TC - Chapter 6
1. Practice using specific test-taking strategies for different types of tests (objective, short answer, and essay), and then use those skills in actual test-taking situations	SSP - Unit 15 SC - Unit 6 GS - Unit 9 TT - Volume 2, "Taking Tests-Tips and Secrets"

KEY:

SSP - Study Skills Program, Level I
SC - Sunburst Communications
GS - Getting Smarter
TC - Teenage Connection
TT - Teen Topics (2 Videos)

Sequential Objectives (Essential Elements)	Resources
B. Strand 2 3. Use writing process techniques in daily and weekly writing activities	SSP - Units 5, 7-10 SC - Unit 3, pp. 85-94 GS - Chapters 5-8 TT - Volume 2, "Taking Notes - Books and Lectures"
C. Strand 3 1. Utilize techniques for notetaking from both oral and written sources	SSP - Units 9-10 SC - Unit 3, pp. 85-94 GS - Chapters 7-8 TT - Volume 2, "Taking Notes - Books and Lectures" TC - Chapter 4
B. Strand 2 2. Practice and improve oral communication skills by • working in small groups • participating in constructive group discussions • delivering individual or team reports	SSP - Unit 6 SC - Units 1-7 GS - Chapter 5 TC - Chapters 1-6

Non-Sequential Objectives (Essential Elements)	Resources
A. Strand 1 4. Participate in activities designed to improve concept of self as a learner	SC - Unit 1 GS - pp. 1, 3, Chapter 9, p. 100 TC - Chapters 2-3 TT - Volume 1, "Goal Setting"
5. Derive meaning from subject area textbooks by using them to locate information	SC - Unit 4 GS - Chapter 7 SP - Units 5, 7, 12 TT - Volume 2, "Taking Notes-Books and Lectures"
C. Strand 3	
2. Utilize a variety of relevant resources and supplemental materials for a specific research topic	SSP - Units 9-10 SC - Unit 3, pp. 85-94 GS - Chapters 7-8 TT - Volume 2, "Taking Notes-Books and Lectures"
3. Differentiate between relevant and irrelevant information by extracting information usable for a specific research topic	SC - Units 4-5 SSP - Unit 7 TC - Chapter 6 TT - Volume 2, "Taking Notes-Books and Lectures"
4. Use a variety of multi-media and primary resources related to a specific research topic	SSP - Units 9-10 SC - Unit 3, pp. 8-94 GS - Chapter 2, pp. 20-22, Chapters 7-8, 10

Social Studies
CULTURAL STUDIES A
OBJECTIVES

THE LEARNER WILL:		ESSENTIAL ELEMENTS	
		CONTENT	A/V/S**
1.	Compare and contrast similarities and differences among various cultures	4A-D	
2.	Identify various cultures represented in the United States and other countries	3B,C	
3.	Explain the effects one culture has on another	4A-D	
4.	Identify and analyze a problem for a cultural group within the United States or another part of the world	2A-D,3C, 4B	
5.	Explain the effects culture has on history and history has on culture	1A,B	
6.	Explain the effects geography has on cultural groups		
7.	Identify various characteristics of culture such as language, customs, traditions, values, and religion	4B-D	
8.	Apply various research skills in organizing, planning, and preparing a cultural study	4A-D	

**Attitudes, Values, and Skills

SOCIAL STUDIES TEACHING STRATEGIES

DESCRIPTION

The study of social studies is intended to help students understand the forces that shape society and bind people together in the international community in which we live. The teaching approach in social studies can be thematic, chronological, or conceptual. Any of these approaches lends itself to establishing a relationship between past and present and implications for the future.

In order to comprehend the wealth of knowledge within the broad spectrum that is social studies, students must be taught to process information in ways that maximize their learning. One way to advance student learning to optimum levels is through the thinking/writing process.

As students develop thinking/writing skills, they will begin to acquire competencies in all academic levels. Furthermore, talking, writing, and thinking must be interrelated. Rexford Brown underscores this philosophy "...higher literacies call for students to analyze, think critically, evaluate, synthesize information, communicate more effectively, solve problems, learn how to learn, and in general learn far more actively than traditionally."

Writing to Think

Writing to think is a model for teachers to help students. There are six strands to the model: *selecting information, seeing relationships, using prior knowledge, considering alternative points of view, creating and assessing a plan, and creating/acknowledging dissonance.* By using these processes, students will become proficient problem solvers through the medium of writing.

The process starts with using a unit or mini-unit social studies objective to develop a rationale or purpose for the writing/thinking instructional activities. Prior work is given to prepare the student for the writing assignment. Subsequent work and assessment are also part of this process.

The following examples indicate how these writing to think strategies can be implemented using the social studies content.

Selecting information involves choosing relevant and appropriate examples based on a given criterion.

Lead the class to a consensus regarding the qualities of a good citizen. Then view file footage that spotlights a particular person. Have the group look for actions that show that the person has/does not have these qualities.

Seeing relationships involves asking students to look for patterns or trends; to notice similarities and differences; to look for motives, purposes, or causes and effects; to locate events in a chronological or numerical sequence; or to determine how something (an object, action or, person) relates to the physical setting in which it is found.

Describe the basic economic needs of an 8-year old Cambodian and an 8-year old United States' citizen.

How did Uncle Tom's Cabin impact slavery in the United States?

Given data relative to the Alaskan oil spill at Valdez, what can you conclude about the effect on the environment?

Use a simulation that involves a dead lock situation. Work out a compromise that is acceptable to both sides.

Using prior knowledge involves using that information which students acquire either through formal or informal and personal educational experiences.

Using what you have learned about public and private property, write a paragraph that vividly describes ways that neighborhood parks are used for recreational purposes.

Considering alternative points of view involves looking at both sides of an issue and acknowledging the possibility of a point of view different from the one originally held.

How might a Mexican soldier report the Battle of the Alamo?

How would a British sea merchant describe the Boston Tea Party?

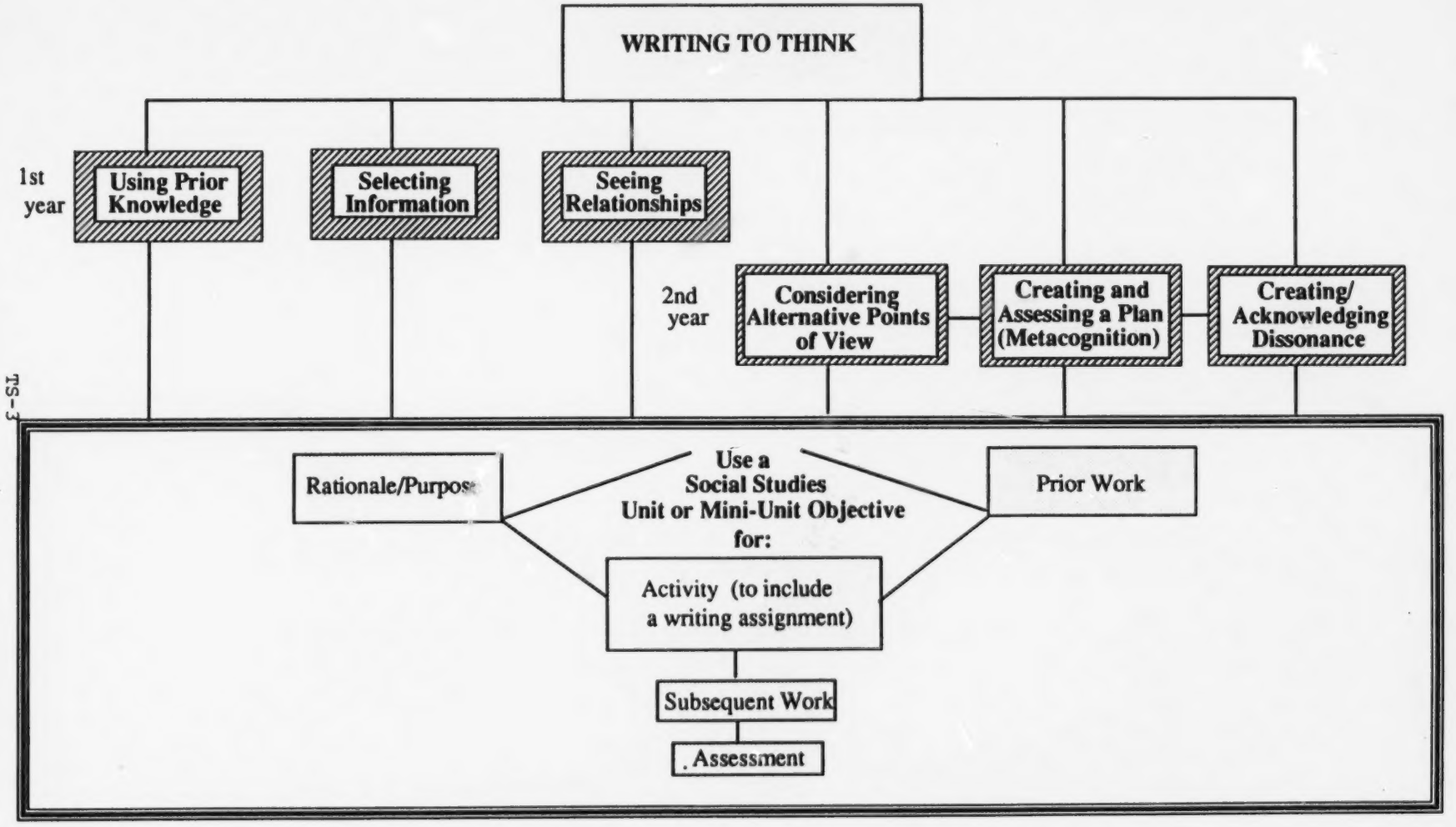
Creating and assessing a plan involves developing a problem-solving strategy to address a specific task and then assessing that strategy as one tries to use it.

Describe the steps that might be involved in a slave's escaping to freedom in the North.

Creating/acknowledging dissonance involves recognizing major conflicts of questions in events, philosophies, rulings, actions, and documents.

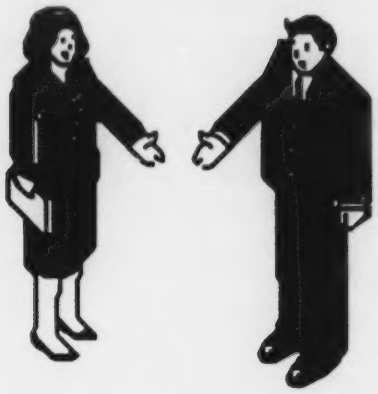
Explain why the premise of equality for all as stated in the Preamble to the United States Constitution and the provision that permitted slave trade through 1808 are inconsistent and in conflict.

READING AND WRITING TO THINK IN SOCIAL STUDIES



Problem-solving process

TEACHING STRATEGIES



ACTIVITY I

DEBATE - Provides practice in all of the communications
Skills: reading, writing, speaking, listening, and specially, thinking

PROCEDURE

A. Getting Started - Background Information

1. Define debate - organized argument between knowledgeable people.

2. Give students handouts with the essential terms and procedures.
   - Video tape of previous debate is desirable.
   - If not available, directions and explanations must be extremely clear.

*Activities to Promote Critical Thinking, Fran Caldweel, Newport High School, Newport, Oregon

B. Selecting a Topic

1. Pair up students with a partner.

2. Two sets of partners are put together - thus forming the debate unit.
   - Appear to do this randomly but should actually place the stronger teams against each other

3. Students meet in their debate units to accomplish three tasks.
   - Select a current, interesting, and controversial issue
   - Write a clear resolution stated in the affirmative
   - Determine affirmative and negative teams

(Teacher may opt to supply a list of topics in an attempt to speed up process.)

C. Developing the Argument

1. Students begin their research.
   - *Readers' Guide to Periodical Literature* is the most useful reference. Other references should be made available in library.
   - Interviews applicable

2. Students should take careful notes and make sure each item of information is documented.

3. Allow five days for research process.

4. Partners plan and rehearse their cases together.
   - Two days can be allowed in class for organizing and preparing the debate speeches.

5. Affirmatives must begin by defining terms and then proceed through each stock issue.

6. Negatives must defend the status quo and attack the contentions of the affirmatives.

7. Partners should keep in mind that the strongest evidence is best presented last.

8. Students should be encouraged to write their speeches in outline form. This will discourage them from empty reading.
   - Good eye contact is necessary to be convincing.

9. During the recess, partners discuss ways to refute what the other side has said.
   - note taking during other side's arguments
   - attempt to anticipate opponent's arguments

10. Rebuttals should follow a plan and may be given by one or both partners.
    - All points made in the constructive speech should be reiterated one by one, following each by what the opponent said to disapprove it and then given more evidence to reestablish it.
    - A good rebuttal should end with a summary and a statement of the debaters' belief in the soundness of their argument.

D. Presentation

1. Debaters sit at their respective desks in front of the room.
   - Face opponents, yet the desks are slanted enough so that the audience can see the debaters' faces as well.

2. Remind students to speak in loud, clear voices with correct pronunciation and appropriate expression.

3. Strict formality is upheld: the debaters and their positions are introduced to the audience; an official timekeeper watches the clock and warn debaters nonverbally when one minute remains.
   - Only debaters are permitted to speak, except during the recess.

4. A schedule should be drawn up so students know on exactly which day they will debate.

5. Five judges should be selected from outside the class and allowed some time to familiarize themselves with the judging form.

6. Only one judge is needed for each debate.
   - Judge uses the debate form provided, which was devised by the American Forensic Association.
   - Post on bulletin board.

E. Assessment

Students can now write a persuasive essay because they have already formulated two strong thesis statements and collected a set of supporting details.

ACTIVITY II.

JURY-TRIAL TECHNIQUE - Debate technique that is excellent because it can involve a large number of the class in active participation. In this technique the class simulates courtroom procedures to discuss an issue or problem. The procedure seems to be a simple one, but it requires careful preparation if it is to go smoothly.

PROCEDURE

A. Select an issue or problem to debate. It adds interest if one of the students can act as a defendant.

B. Select lawyers, researchers, and witnesses for both sides. These groups can be as large as you wish, but if they are too large, they become cumbersome. The teacher can act as judge, or better yet, some responsible student can be named for that position. Another pupil should be selected court stenographer, or recorder, to keep a record of what transpires. All members of the class who are not lawyers, researchers, witnesses, or current officials, are the jury.

C. All students should research the problems. The lawyers and witnesses should get the facts from their own research and from that of the other class members.

D. **Conduct the trial**

1. The lawyers open up with their arguments.

2. Witnesses present their evidence.

3. Lawyers questions and cross examine

4. Lawyers from each side sum up. Each should point out how the evidence favors his/her side.

5. The judge sums up, points out errors in the arguments, fallacies, and misstatements of facts.

6. The class, acting as the jury, votes on which side won the argument.

ESSENTIAL TERMS

Controversial issue: a subject that can be argued and supported from opposing points of view.

Resolution: (sometimes called the preposition): a statement which defines the nature of the controversy, is stated in the affirmative, and provides a basis for argument for or against.

Affirmative: the person who upholds the resolution, who argues for a change in what presently exists.

Negative: the person who argues against the change proposed in the resolution, who upholds the conditions as they presently exist.

Definition of Terms: a clear explanation of the resolution, defining and limiting ideas; it is the affirmative teams responsibility, but the negative team must approve.

Evidence: the material offered as proof in an argument; it can be in the form of: (1) quotations from authorities; (2) examples of actual situations or case histories, or (3) facts and statistics.

Status Quo: a Latin term meaning the existing state of affairs, the present or the current belief and actions.

Burden of Proof: rests on the affirmative, who must prove that the status quo is unsatisfactory and that the affirmative way is better; because the affirmative has a more difficult task, this side is given the advantages of starting and ending the debate.

Stock Issues: those issues which must be proved by the affirmative (1) the need for the change, (2) the practicality of the change, (3) the desirability of the change.

Presumption: the assumption that the negative is "right" until proven wrong"

Constructive Speeches: given in the first part of the debate; they present the major arguments with evidence.

Rebuttals: given in the second part of the debate; the process of rebuilding after attack or defending from attack.

ORDER AND TIME RESTRICTIONS FOR DEBATE

PART ONE: Constructive Speeches

First Affirmative	2-5 minutes
First Negative	2-5 minutes
Second Negative	2-5 minutes
Second Affirmative	2-5 minutes

Recess

PART TWO: Rebuttals

Negative	5 minutes
Affirmative	5 minutes

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
ATTITUDES, VALUES, AND SKILLS FOR CITIZENSHIP, GRADES 7-12

(1) Respect for self and others. The student shall be provided opportunities to:

(A) respect beliefs of other individuals, groups, and cultures;
(B) be aware that some things are valued more in some groups and cultures than in others;
(C) recognize how societal values affect individual beliefs and attitudes; and
(D) recognize that individuals must accept the consequences of their decisions.

(2) Democratic beliefs and personal respoonsibility. The student shall be provided opportunities to:

(A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence;
(B) consider one's own values as well as those of others when making political decisions;
(C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior;
(D) respect the laws of one's society and work responsibly to change laws that one judges to be unjust;
(E) understand the importance of individual participation in civic affairs;
(F) understand that legal rights and protections must be balanced with civic responsibilities;
(G) recognize the value of compromise in the democratic process;
(H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts;
(I) identify legal rights, responsibilities, and protection afforded juveniles and adults;
(J) support the democratic processes of the republican form of government;
(K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange); and
(L) support the rules and laws of one's school, community, state, and nation.

(3) Support for the American economic system. The student shall be provided opportunities to:

(A) recognize the contributions of the American economic system to the standard of living of Americans;
(B) support the role of profit in the American market system;
(C) believe in the right of individuals to acquire, use, and dispose of property;

(D) support the freedom of consumers to choose how to spend their income;
(E) recognize that citizens, through legal political activities, can influence economic decisions make by government;
(F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers;
(G) support competition by either producers or consumers;
(H) support competition as it affects the quantity and quality of goods and services produced;
(I) recognize that as individuals act in their own economic interest they may also serve the economic interest of others; and
(J) compare the control and treatment of public and private property.

(4) Application of social studies skills. The student shall be provided opportunities to:

(A) locate and gather information;
(B) observe for detail;
(C) translate information from one medium to another;
(D) organize and express ideas in written form;
(E) distinguish fact from opinion;
(F) analyze information;
(G) draw conclusions;
(H) synthesize information;
(I) develop criteria for making judgments;
(J) use problem-solving skills;
(K) sequence historical data and information;
(L) draw inferences; and
(M) perceive cause-effect relationships.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
GRADE 6

(1) Personal, social, and civic responsibilities. The student shall be provided opportunities to:

(A) explain the role of compromise as a method of resolving conflicts;
(B) support the principle of majority rule and minority rights; and
(C) respect individual's right to hold different political and religious beliefs.

(2) The American economic system. The student shall be provided opportunities to:

(A) explain the economic importance of various regions of the world;
(B) explain and give examples of economic interdependence among nations;
(C) recognize the value and dignity of work;
(D) describe characteristics of each type of major economic system (free enterprise market, command); and
(E) unde stand the role of competition in a market economy.

(3) Historical data about Texas, the United States, and the world. The student shall be provided opportunities to:

(A) identify contributions of various cultures, past and present, to world civilization;
(B) identify significant individuals and their contributions to world history;
(C) identify major world civilizations in history; and
(D) describe major events in world history.

(4) Institutions and processes of local, state, national, and other political systems. The student shall be provided opportunities to:

(A) identify contributions of other countries to the American political system; and
(B) describe the characteristics of each type of political system (rule by one, few, or many) in selected countries.

(5) Local, state, national, and world geography. The student shall be provided opportunities to:

(A) compare cultural regions of the world;
(B) describe population patterns of the world;
(C) describe the impact of physical features on selected cultures, past and present;
(D) locate and describe landforms and climates of various regions;
(E) describe how the geographic regions of the world are similar and different;
(F) recognize various types of map projections; and
(G) use latitude and longitude to locate sites on maps and globes.

(6) Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to:

(A) describe examples of cultural borrowing among societies;
(B) identify basic institutions common to all cultures;
(C) describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior; and
(D) recognize that decisions made in one's self interest may benefit others.

(7) Social studies skills. The student shall be provided opportunities to:

(A) make and interpret timelines;
(B) compare and contrast opposing viewpoints; and
(C) organize data to support or refute a viewpoint.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
TEXAS HISTORY AND GEOGRAPHY, GRADE 7

(1) Exploration and colonization of Texas. The student shall be provided opportunities to:

(A) describe the history of the earliest inhabitants and settlers of Texas;
(B) understand the reasons for European exploration and colonization of Texas; and
(C) identify and explain significant historical personalities.

(2) Achievement of Texas independence. The student shall be provided opportunities to:

(A) understand reasons for the conflict with Mexico that led to Texas independence;
(B) identify significant individuals in the struggle for Texas independence;
(C) describe major historical events of the Texas Revolution;
(D) understand the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War;
(E) analyze the problems of Texas as a republic; and
(F) summarize the historical developments leading to Texas statehood.

(3) Political and social history of Texas. The student shall be provided opportunities to:

(A) explain the role of Texas in the Civil War;
(B) analyze the effects of the constitution of 1876 on political developments of Texas;
(C) describe the structure and function of government at the local and state levels;
(D) identify significant events in Texas history from post-Reconstruction to present;
(E) identify significant individuals from post-Reconstruction to present;
(F) identify ethnic and racial groups that settled in Texas and reasons for their migration; and
(G) describe the structure and governance of public education.

(4) Geography and economic growth of Texas. The student shall be provided opportunities to:

(A) describe the physical, cultural, and economic features of the Texas landscape;
(B) describe the geographic regions of the state;
(C) understand the influence of geography on the direction and flow of Texas settlement;
(D) locate places of historical significance in Texas;
(E) explain reasons for urbanization of the state; and
(F) describe the role of major industries in the economic development of Texas.

ESSENTIAL ELEMENTS IN SOCIAL STUDIES
UNITED STATES HISTORY AND CITIZENSHIP, GRADE 8

(1) United States development as an independent, unified nation. The student shall be provided opportunities to:

(A) recognize the effects of exploration and colonization on the development of the United States;
(B) analyze the political and economic causes of the American Revolution;
(C) describe the major events leading to the independence and establishment of the United States;
(D) describe the causes and effects of the United States' involvement in foreign affairs and international conflicts;
(E) understand the reasons for the rise of sectionalism;
(F) explain the causes of the Civil War;
(G) analyze the effects of the Civil War and Reconstruction on the life of the nation; and
(H) identify significant individuals and their contributions to the United States.

(2) Geographic influences on the historical development of the United States. The student shall be provided opportunities to:

(A) locate and describe major physical features of the United States;
(B) identify and describe the major geographical regions of the United States;
(C) identify the geographical areas that were acquired to form the United States;
(D) locate and explain the importance of selected historical sites and places in the United States;
(E) recognize how physical features of the United States influenced population movements and patterns of settlement;
(F) describe the relationships of physical and climatic features of the United States with those of Canada and Mexico; and
(G) identify the major economic resources of the regions of the United States.

(3) Economic development and growth of the United States. The student shall be provided opportunities to:

(A) explain the effects of the mercantile system on the development of the colonies;
(B) describe the emergence and benefits of the free enterprise economic system in the United States;
(C) understand how geographic patterns of economic resources influenced the development of the United States;
(D) analyze the impact of technological innovations on business, industry, and agriculture;
(E) explain the economic impact of various wars on the United States;
(F) understand the impact of business cycles on the United States;
(G) analyze the relationship of economic sectionalism and the Civil War; and
(H) identify significant American business, industrial, and labor leaders.

(4) Social and cultural developments of the United States. The student shall

be provided opportunities to:

(A) analyze the various cultures of the American Indians;
(B) identify ethnic and racial groups that settled in the United States, and explain reasons for immigration;
(C) recognize the contributions of ethnic and racial groups and individuals to the development and growth of the United States;
(D) identify social reform movements, leaders, issues, and results; and
(E) describe developments in art, music, literature, drama, and other culturally related activities.

(5) Political development of the United States. The student shall be provided opportunities to:

(A) identify the political ideas that form the basis for the United States political system;
(B) analyze the main political, economic, and social ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence;
(C) describe the structure and functions of the three branches of the national government;
(D) explain the system of checks and balances at all levels of government;
(E) identify ways of maintaining a division of power among the local, state, and national governments;
(F) analyze the historical developments of political parties;
(G) describe major political campaigns, elections, issues, and leaders;
(H) interpret the concept that the United States has a "government of law, not men"; and
(I) analyze major historical documents that relate to the development of the United States.

Physical and Psychological Safety

- Social Studies
- Science
- Exploratory Homemaking
- Technology and Trade and Industrial Education
- Health

PHYSICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	• Substance Abuse (H,S) • School Safety Rules (S) • Travel to and from School (H)	• Substance Abuse (S) • School Safety Rules (S,TI) • Infectious Diseases (H,S)	• School Safety Rules (S,TI) • Home Safety Rules (EH)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	• Family Members (H) • School Personnel (H,S)	• Family Members (EH) • School Personnel (TI)	• Family Members (EH) • School Personnel (TI)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	• Maintaining a Healthy Environment (H)	• Personal Responsibilities (TI) • Government Regulations for Substance Abuse (S) • Support State Laws (SS,TI) • Support Federal Laws (TI) • Respecting and Supporting Laws of Society (SS)	• Personal Responsibilities (SS,TI) • Support State Laws (TI) • Support National Laws (SS,TI)

PSYCHOLOGICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	• Identifying Effects of Laws, Mores, and Customs (SS) • Taking Risks (H) • Making Decisions (SS,H,S)	• Accepting Consequences of Decisions (SS,EH) • Making Decisions (EH)	• Accepting Consequences of Decisions (SS,EH) • Making Decisions (EH)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	• Promoting Self-Concept (H)	• Demonstrating Respect for Self and Others (SS) • Personal Appearance (EH)	• Demonstrating Respect for Self and Others (SS) • Personal Appearance (EH)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	• Promoting Healthy Relationships (H,S)	• Dealing with Peer Pressure (S) • Self Understanding and Responsibility (EH)	• Self Understanding and Responsibility (EH)

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADES 7-12 Attitudes/Values/Skills	GRADE 6	GRADE 7	GRADE 8
• Recognize that individuals must accept the consequences of their decisions	• Describe how the laws, mores, and customs of a society affect behavior	• Demonstrate respect for self and others	• Explain why respect for self and others should be important for an individual
• Respect the laws of one's society and work responsibly to change laws that one judges to be unjust	• Explain how decisions made in one's self-interest may benefit others		• Examine varied aspects of democratic beliefs and personal responsibilities necessary in becoming a well-rounded citizen
• Support the rules and laws of one's school, community, state, and nation			

SCIENCE
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADES 6	GRADE 7	GRADE 8	
• Identify components of the scientific method • List harmful effects of tobacco used in any form • Identify alcohol as the drug that is most abused by people in the United States • Classify groups of harmful drugs and list their effects on the body	• Identify and apply the scientific method • Identify infectious diseases giving cause, transmitted method (including AIDS and other sexually transmitted diseases)	• Identify and apply the scientific method • Use safety practices in the use of materials and equipment	
	• Demonstrate knowledge of the laws and governmental regulations relating to the production, distribution, and use of alcohol and other drugs		
	• Cite harmful effects of the use of alcohol, tobacco, and non-prescription drugs and determine alternate causes of action in dealing with peer pressure		

EXPLORATORY HOMEMAKING
PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADES 7-8
		• Identify tasks involved in routine home care
		• Recognize the role of safety in home care
		• Observe safety practices in the kitchen
		• Use correctly and safely the various types of pressing equipment
		• Describe the responsibilities of parents and babysitters
		• Identify safety factors to consider when selecting toys and caring for children
		• Relate in- and out-of school interests and activities to intellectual development of adolescents
		• Describe the factors that influence one's personal appearance
		• Analyze the factors that contribute to self-acceptance
		• Identify the most visible signs of physical development during adolescence
		• Analyze the influence of physical development on the adolescent
		• Analyze various food factors contributing to meal patterns and food habits

TECHNOLOGY EDUCATION AND TRADE AND INDUSTRIAL EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADES 7-8
		• Identify concepts and skills related to safety and safe working conditions
		• Demonstrate safe operation and use of selected tools and equipment to avoid injury
		• Maintain safe conditions in the laboratory
		• Select a commercially made product and prepare a maintenance program for it
		• Investigate appropriate state and federal safety laws
		• Prepare safety posters for the use of power tools and equipment
		• Demonstrate proper safety procedures

HEALTH EDUCATION
PHYSICAL AND PSYCHOLOGICAL SAFETY

	GRADE 6	GRADE 7	GRADE 8
	• Identify daily practices which promote self-concept		
	• Appraise individual strengths in relation to developing a positive self-concept		
	• Identify behaviors and friendships that promote healthy relationships		
	• Choose appropriate behaviors when forming new friendships		
	• Identify ways to prevent unnecessary accidents at home and school		
	• Identify safety practices related to travel to and from school, including bicycling and walking		
	• Explore the roles of risk-taking and consequences when making decisions • Explain effects of substance abuse on the family • Name methods of prevention for major communicable diseases including AIDS		
	• Identify personal responsibilities in maintaining a healthy environment		
	• Recognize personal sexual rights and responsibilities		

PHYSICAL SAFETY, GRADE 6

PRACTICES AND RULES OF SAFETY	Resources: Instructional	Resources: Community
Travel to and from School		
(Local Objective: H-I.2)		
ACTIVITY: Review the traffic laws, signals, and signs for automobiles, bicyles, and pedestrians. Divide students into groups and have them list ways that various weather conditions (fog, snow, rain) affect safety when traveling to and from school. Also, have them list safety precautions for each weather condition.	*Choosing Good Health*, Scott, Foresman, pp. 104-109 *Grade 6 Health*, p. 9	3 14
Assessment: Assign a mode of transportation to each group. Have each group present to the class its list of safety precautions for that mode of transportation.		
PEOPLE HELP EACH OTHER TO BE SAFE		
Family Members		
(Local Objective: H-I.1)		
ACTIVITY: Have students make a list of items which are needed to make up a first-aid kit for home. Use Handout #4, "Family First-Aid Supplies," in *Grade 6 Health* . This activity provides an opportunity for family members to work together on a health-related theme.	*Choosing Good Health*, Scott, Foresman, pp. 116-124 *Grade 6 Health*, pp. 21-22	3 10 11
Assessment: Examine students' lists of first-aid items to see if all necessary items are included. Allow students to share with the class the experience of working on this assignment with family members.		
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Maintaining a Healthy Environment		
(Local Objective: H-J.3)		
ACTIVITY: Have students read the story, "Could This Really Happen?" located in the sixth-grade health curriculum. Discuss with students the possibility of humans actually destroying the environment and themselves along with it because they had not been able to stop pollution.	*Choosing Good Health*, Scott, Foresman, Chapter 9 *Grade 6 Health*, pp. 25-31	3
Assessment: Have students list five ways they presently take responsibility for protecting the environment and five things that they could do to protect the environment that they are not presently doing. Have the class react to the following statement: "I'm just one person; my actions don't really make a difference."		

PSYCHOLOGICAL SAFETY, GRADE 6

BEHAVIOR AND CONSEQUENCES	Resources: Instructional	Resources: Community
Taking Risks		
(Local Objective: H-C.3)		
ACTIVITY: Discuss with students the effects of positive and negative risks. Have students refer to the "Thinking About Taking Risks" handout in the sixth-grade health curriculum.	*Grade 6 Health*, pp. 27-37	4 5 7 20 22
Assessment: Have students write answers to the following questions: 1. What have you learned about taking risks? 2. Explain how risks may have both positive and negative consequences. 3. Give two examples of positive risks and two examples of negative risks.		
DEVELOPING A POSITIVE SELF-CONCEPT		
Promoting Self-Concept		
(Local Objectives: H-A.1, A.2)		
ACTIVITY: Discuss with students the concept of validating others to help promote self-concept. Divide students into groups of four or five. Have each student write his/her name on the top of a sheet of paper and pass the sheet to the other students in the group. Each student will write a validation statement about the student whose name is at the top of the sheet. When all statements have been written and returned, ask each student to read silently his/her own validation statements.	*Grade 6 Health*, pp. 7-11 *Choosing Good Health*, TE, p. T13	7 20 22
Assessment: Have students answer the following questions: 1. How did the validation statements about you make you feel? 2. How did you like validating others? 3. In what ways does being validated help self-confidence? 4. How can we share this validation lesson with our families?		
EMOTIONS AND THEIR EFFECTS		
Promoting Healthy Relationships		
(Local Objective: H-B.1)		
ACTIVITY: Following a discussion on recognizing the rights and responsibilities which we all have toward ourselves and others, distribute the handouts on "Suggested Sexual Rights and Responsibilities for Boys:" and "Suggested Sexual Rights and Responsibilities for Girls" and lead students in a discussion of each item.	*Grade 6 Health*, pp. 17-27	5 8 13 15 17 19 21

	Resources	
	Instructional	Community

Assessment: Have students write answers to the following questions:

1. Do young men and women have the same rights when they are socializing? The same responsibilities? Explain.
2. How might some of the responsibilities learned as an adolescent carry over into adult life?
3. Why is it important that individuals respect each other's sexual rights?

PHYSICAL SAFETY, GRADE 7

PRACTICES AND RULES OF SAFETY	Resources: Instructional	Resources: Community
Substance Abuse		
(Local Objective: S-8.3)		
ACTIVITY: Have students identify the effects of stimulants, depressants, hallucinogens, and toxic substances on the human body. Assign the activity "An Imaginary Encounter with Drugs," page 376, *Life Science*.	*Life Science*, Addison-Wesley, pp. 369-376	4 7 9 20
Assessment: 1. Give a student the name of a specific drug and have him/her classify it as one of the major types and tell its effect. 2. Name several people or organizations that might help someone who is pressured to use drugs.		
School Safety Rules		
(Local Objectives: S-1, 2, 3, 4, 5, 6, 7, 8)		
ACTIVITY: Require students to read "Working Safely in the Science Classroom" preface to unit one in Addison Wesley, Life Science. Have students review safety procedures prior to each investigation	Life Science Addison Wesley, Preface to unit one	
Assessment: Have students answer the following: 1. What is the most important general rule to remember when working in the laboratory. 2. Name at least two safety precautions in working with heating equipment, chemicals, and glassware.		
Infectious Diseases		
(Local Objective: S-8.1)		
ACTIVITY: Describe the pathogens that cause communicable diseases and their path of entry into the body. Have students study or prepare a chart on communicable diseases including sexually transmitted diseases.	*Life Science*, Addison Wesley, pp. 243, 244	1 7
Assessment: Have students write a brief summary on a communicable disease including its cause, prevention, and treatment.		
Home Safety Rules		
(State Objectives/Activities: TI-75.504, 75.50.7A, 75.85.6, 75.85.6C)		3 11

PHYSICAL SAFETY, GRADE 7

	Resources	
	Instructional	Community
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Support National Laws		
(State Objectives/Activities: TI-75.85.6C, 75.85.8C)		3
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Respecting and Supporting Laws of Society		
(Local Objectives: SS-C.3, E.1)		
ACTIVITY: As a class, make up a list of community resource people who students might interview regarding state and city government. Help students develop questions that will help them learn about respect for the law.	*Texas Our Texas*, Teacher's Edition Part II: Oral History Handbook, pp. 1-16	3 8 14
Assessment: Divide the class into groups of four. Tell members of each group to evaluate (validate or invalidate) each of the questions about respect for the law and ask why they selected the person they did.		
Government Regulations for Substance Abuse		
(Local Objective: S-8.4)		
ACTIVITY: Students will complete activity, "Laws Against Drugs" on page 372 in *Life Science*. Discuss how drug laws vary in punishment based on specificity of the drug.	*Life Science*, Addison-Wesley, pp. 372-373	4 20
Assessment: Have students submit a short report on Texas and federal drug laws.		
BEHAVIOR AND CONSEQUENCES		
Accepting Consequences of Decisions		
(Local Objectives: SS-C.3, E.1) (State Objectives: EH-CD p. 23)		
ACTIVITY: Have students develop the health and safety rules for a small town in Texas after Texas received its independence from Mexico. Have students debate issues such as rules and regulations concerning a smallpox outbreak in the community.	*Texas, Our Texas* Workbook, Teacher's Edition Part II, pp. 39-40	1 14
Assessment: Have students write answers to the following questions: 1. Why do we have to make decisions? 2. What are the consequences of the decisions we make? 3. What decisions affect your life?		
DEVELOPING A POSITIVE SELF-CONCEPT		
Personal Appearance		
(State Objectives: EH-C&T, pp. 19-21)		7 9
Activities and Assessments on noted pages		17

PRACTICES AND RULES OF SAFETY	Resources: Instructional	Resources: Community
SCHOOL SAFETY RULES		
(Local Objectives: S-1, 2, 3, 4, 5, 6, 7, 8) (State Objectives: TI 75.50.4, 75.50.7B, 75.85.6, 75.85.6C)		
ACTIVITY: Require students to read the safety section in the previous chapter as well as list of safety rules in Appendix C in Prentice Hall, Earth Science. Have students review safety procedures for each investigation before performing it.	*Earth Science, Prentice Hall, pp. 28-29, 561*	10
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Support National Laws		
(Local Objectives: SS-E.5, E.3, E.4, E.7) (State Objectives: TI-75.85.6C)		
ACTIVITY: Have students look at Worksheet #33 on "The Virginia Bill of Rights: Analyzing a Document." Have students decide: 1. Where does political power rest? 2. What would happen if people did not support the national laws of government?	*A History of the Republic - The United States to 1877*, Teachers Resource Manual, Prentice-Hall, pp. 61-65	4 9
Assessment: Have students research the necessary steps for passing a national law regarding the acquisition of a social security number for children.		
BEHAVIOR AND CONSEQUENCES		
Accepting Consequences of Decisions		
(Local Objectives: SS-E.3, E.6) EH-CD p. 23		
ACTIVITY: Discuss with students the aspects of being a citizen of the United States. Explain how the aspects of citizenship are related to one's life. Divide the class into cooperative groups of 5 to discuss accepting consequences of decisions. Each student will list the types of decisions we all make and the possible consequences for these decisions.	*A History of the Republic - The United States to 1877.* Teacher's Resource Manual Section Worksheets, Prentice-Hall, p. 33	4 7 17
Assessment: Have students answer the following questions: 1. Give *three* types of decisions a responsible citizen makes. 2. How do these decisions affect your life? 3. What are the consequences if you make wrong decisions?		

PSYCHOLOGICAL SAFETY, GRADE 8

	Resources	
	Instructional	Community
Making Decisions		
(State Objectives: EH-CD p. 23) Activities and Assessments included on indicated pages.	5	
EMOTIONS AND THEIR EFFECTS		
Self-Understanding and Responsibility		
(State Objective: EH- FL pp. 19-28, CD pp. 19-22) Activities and Assessments included on indicated pages.	7 17	

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital** — Program: Presentations
   Target Area: 6-8 — Contact: Social Services Department
   Phone Number: 926-2544
   Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association** — Program: Putting Your Heart into the Curriculum
   Target Area: 6-8 — Contact: Pam Hodges or Patricia Evans
   Phone Number: 732-1623
   Description: Education to decrease heart disease.

3. **Agency: American Red Cross** — Program: Health Education and Safety
   Target Area: 6-8 — Contact: Grace Palmer
   Phone Number: 732-4491
   Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.** — Program: Counseling/Presentations
   Target Area: 6-8 — Contact: Sarah Brooke
   Phone Number: 336-8311, ext. 420
   Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.** — Program: Spruce Emergency Youth Shelter; Teen Talk--Confidential Counseling 336-TALK
   Target Area: 6-8 — Contact: Counselor on duty
   Phone Number: 877-4663
   Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services** — Program: Presentations/Counseling
   Target Area: 6-8 — Contact: Theresa Rembert
   Phone Number: 926-1231
   Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Charter Hospital** — Program: Substance Abuse, Self Esteem
   Target Area: 6-8 — Contact: Joe Milligan or Kimber Scott
   Phone Number: 292-6844
   Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

8. **Agency: Department of Human Services** Program: Presentations
Target Area: 6-8 Contact: Any worker who answers the phone

Phone Number: 335-4921 (24 hours)

Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

9. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.** Program: Counseling
Contact: Leslie R. "Dick" Brockman
Target Area: 6-8

Phone Number: 921-6858/654-FACT (metro)

Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

10. **Agency: Fire Department, Fort Worth** Program: Fight Fire With Care
Learn Not to Burn
Target Area: 6-8 Contact: George Strahand or Cameron Brown

Phone Number: 870-6861

Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

11. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: 6-8 Contact: Captain Roy Knight

Phone Number: 870-6865

Description: Programs and materials on fire safety and prevention of fires in the home.

12. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: 6-8 Contact: Captain Les Burks

Phone Number: 870-6861

Description: Counseling service for children, ages 2-14, who have fire setting problems.

13. **Agency: Fort Worth Girls Club** Program: Presentations on Sexual Abuse and Dealing with Stress
Target Area: 6-8 Contact: Sally De Foor

Phone Number: 926-0026

Description: Preventing Teen Pregnancy on how to talk to parents about sexuality.

14. **Agency: Fort Worth Police Department** Program: Presentation
Target Area: 6-8 Contact: Officer K. P. Middleton

Phone Number: 870-7153

Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

15. **Agency: Harris College of Nursing** — Program: Presentation
Target Area: 6-8 — Contact: Ann Kirkham, Assistant Professor

Phone Number: 236-7048

Description: Sexual abuse, rape, and how to deal with emotional and psychological abuse.

16. **Agency: March of Dimes** — Program: Presentations on Safety
Target Area: 6-8 — Contact: Laurie Lane, Director of Community Health Education

Phone Number: 284-2702

Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

17. **Agency: Mental Health Association of Tarrant County** — Program: Early Learning Materials and Felt Board Stories on Identifying Feelings
Target Area: 6-8 — Colntact: Carolyn Goodspeed

Phone Number: 335-5405

Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

18. **Agency: Parenting Guidance Center** — Program: Effective Parenting
Target Area: K-5 — Contact: Barbara Anderson

Phone Number: 332-6348
332-6399 (Warm line for parents)

Description: Counseling services for parents who desire to develop positive parenting skills.

19. **Agency: Rape Crisis Program of the Women's Center of Tarrant County** — Program: Counseling and Emotional Support for Rape Victims
Target Area: 6-8 — Contact: Susan Loving Harris

Phone Number: 338-1126

Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

20. **Agency: Tarrant Council on Alcoholism and Drug Abuse** — Program: Presentation
Target Area: 6-8 — Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director

Phone Number: 332-6329

Description: Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

21. **Agency: Texas Christian University** Program: Presentation
Target Area: 6-8 Contact: Barbara Brown Herman, Director, Alcohol and Drug Education

Phone Number: 921-7100

Description: Self-esteem, coping with addictive parents, drug education, nutrition and eating disorders, communication skills and decision making.

22. **Agency: The Treatment Place (Parents United)** Program: Individual Therapy for the Abused and Abuser
Target Area: 6-8 Contact: Rita Foust

Phone Number: 877-3440 (24 hours)

Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

RESOURCES, STRATEGIES, AND PLANNING

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ACKNOWLEDGMENT

The office of the Director of Curriculum would like to thank the following individuals for their efforts in the development of this section of the Fort Worth Independent School District curriculum documents:

Ann Hoover, Administrative Intern to Director of Curriculum
Judy Satterwhite, Gifted Specialist, Elementary Education

Nancy J. Timmons
Director of Curriculum

COMMUNITY RESOURCES

Resources	FT	S	Information
Adult Probation Department 200 W. Belknap Fort Worth, Texas (817) 535-6363 Contact: Lori Baldwin		✓	A presentation on probation or the criminal justice system.
Al-Anon-Alateen Information Service 1203 Lake St. Fort Worth, Texas (817) 336-2492		✓	Services provided for children of alcoholics.
American Cancer Society 2222 Montgomery St. Fort Worth, Texas (817) 737-3185 Contact: Loretta		✓	Presentations are made to meet the needs of the age group with regards to health education. Films are viewed with a question/ answer period following.
American Red Cross-Tarrant County 6640 Camp Bowie Fort Worth, Texas (817) 732-4491 Contact: Grace Palmer		✓	Classroom presentations on services of the Red Cross, first aid, and national disaster relief
Amon Carter Museum 3501 Camp Bowie (817) 738-6811 Fort Worth, Texas Contact: Anne Farmer, Art Museum Tour Coordinator	✓		Tours of Museum's permanent collections and special exhibitions conducted by trained docents. Can enhance curriculum objectives in Texas and U.S. History.
Animal Control (817) 870-7398 Contact: Guy Natalie		✓	Classroom presentation by officers regarding responsible pet ownership, bite prevention, and adoption. Puppet show and VCR tape included in presentation. Appropriate for grades K-6.
Asian Cultural Center (817) 870-1127 Contact: Mike Goldberg		✓	Classroom presentations on the history and culture of Asian society.

FT=Field Trip
S=Speaker Available

B

Resources	FT	S	Information
Big Brothers and Sisters of Tarrant County 1209 W. Freeway (817) 877-4277 Contact: Lanny Hassell		✓	This agency can provide information about their program which allows students to learn more about this organization. Also can provide information about a career in social work.
Black Art Gallery-Profiles in Pride 1000 E. Rosedale (817) 870-9709	✓	✓	Tour or classroom presentation available upon request.
Botanic Gardens 3220 Botanic Garden Drive, North Contact: Clara Wilson, Education Office (817) 870-7682	✓		Tours on various topics available.
Bureau of Engraving and Printing 6850 Blue Mound Rd. (817) 232-5833 Contact: Receptionist	✓		Tour of the federal building to view the process of printing money.

C

Resources	FT	S	Information
Casa Manana 3101 W. Lancaster (817) 332-9319 or 332-6221 Contact: Katheleen Tronsor, Dona Shriner, or Daphne Kaplan	✓	✓	Special daytime performances (10:00 a.m.) weekdays and class presentations for grades K-12. Theatre school for K-12 with scholarships available.
Cattleman's Museum 1301 W. 7th St. Fort Worth, Texas (817) 332-7064 Contact: Carol Williams, Museum/ Foundation Coordinator	✓		Historical and current day look at the cattle and ranching industries in Texas. Films and educational materials also available.
Center for Economic Education P. O. Box 5427 Denton, Texas 76203-5427 Contact: Dr. William Witter		✓	Resource persons and materials for economics education.
Child Abuse Prevention P. O. Box 5128 Arlington, Texas 76005 (817) 640-5090 Contact: Audra Bennett		✓	Class presentation on the prevention of child abuse and services available to the community.

Resources	FT	S	Information
Citran (City Transit Service) 2304 Pine St. (817) 870-6226 Contact: Bobby Dike	✓		Tour consists of visiting Citran's property. A bus is provided to transport the group to and from school.
Comprehensive Crime Prevention Program 913 Taylor St. Fort Worth, Texas (817) 870-6600 Contact: Receptionist		✓	Presentations are available on the following subjects: child safety, self protection for women, home security, and fraud prevention. Other topics may be requested.

F

Resources	FT	S	Information
Fort Worth Aviation Dept. Meacham Field Terminal Building (817) 624-1127 Contact: Jan Till	✓		Tour of the terminal building. Watch planes take off and land. Those over 12 years may visit the control tower. Special tours may be arranged for older groups who are interested in aviation related careers.
Fort Worth Boys' Club 2000 Ellis Ave. Fort Worth, Texas (817) 624-8405 Contact: Unit Director	✓	✓	A tour of the Boys' Club and explanation of the purpose and services provided.
Fort Worth-Clean City Program (817) 870-6360 Contact: Sally Barmley		✓	Program for lower elementary students with audiovisuals.
Fort Worth Chamber of Commerce 700 Throckmorton St. Fort Worth, Texas Contact: Receptionist (817) 336-2491		✓	Speakers available to describe the ways in which the Chamber attracts new businesses to the area, as well as the services provided to existing Fort Worth businesses.
Fort Worth City Hall 1000 Throckmorton Fort Worth, Texas (817) 870-7551 Contact: Olivia Rodriguez	✓	✓	Tours of City Hall and speakers on a variety of topics in city government.
Fort Worth Convention and Visitors Bureau 700 Throckmorton Fort Worth, Texas (817) 336-8791 Contact: Diane Wolf		✓	Slide show and oral presentation on history of Fort Worth and tourist attractions.

Resources	FT	S	Information
Fort Worth Employment and Training Dept. "The Working Connection" 440 So. Main Fort Worth, Texas (817) 870-8790		✓	Wide range of topics covered regarding employment and training.
Fort Worth-Fire Safety Education 1000 Throckmorton Fort Worth, Texas (817) 870-6865 Contact: Capt. Roy Knight		✓	Presentation of film and question/answer session on fire prevention and safety.
Fort Worth Girls' Club 1425 8th Ave. Fort Worth, Texas (817) 926-0226 Contact: Sally Defore		✓	Classroom presentation on services provided by organization.
Fort Worth Hispanic Chamber of Commerce 2315 N. Main Fort Worth, Texas (817) 625-5411 Contact: Receptionist		✓	Speakers available on a variety of topics related to business opportunities for Hispanics.
Fort Worth Metropolitan Black Chamber of Commerce 2914 E. Rosedale Fort Worth, Texas (817) 531-8510		✓	Speakers available on a variety of topics related to business opportunities for Blacks.
Fort Worth Municipal Court "Teen Court" 1000 Throckmorton Fort Worth, Texas (817) 870-8680	✓	✓	Available to make presentations to classes during which a video tape is shown followed by a question/answer session. Students may also serve as volunteers in Teen Court.
Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817)732-1631 Contact: Group Services Office	✓		One-hour guided tour of museum exhibits. Special emphasis may be placed on a variety of topics. Tours presented Tuesday through Friday at 9:30 and 11:00 a.m. Maximum: 60 students per tour.
Fort Worth Nature Center Rt. 10 Box 53 Fort Worth, Texas (817) 237-1111 Contact: Receptionist	✓		One-hour guided trail walk uses natural history items such as skulls and seeds to familiarize students with the natural world. Specialized programs available on request. Students divided into groups of 10-12. Maximum group size 80.

Resources	FT	S	Information
Fort Worth Opera Association 3505 W. Lancaster Fort Worth, Texas (817) 731-0833 Contact: Ginger Head	✓	✓	One-act opera performing troupe. Two 3-week performance periods, 1 spring, 1 fall, and one-act children's opera with question/answer time following. Also with program: make-up and set assembly demonstration.
Fort Worth Park & Rec. Dept. Historic Log Cabin Village (817) 926-5881 Contact: Receptionist	✓		Students visit the historic log homes and grist mill. Demonstrations of various pioneer crafts and the operations of a stone ground mill.
Fort Worth Police Dept. 350 W. Belknap Fort Worth, Texas (817) 877-8017 Contact: Patrol Captain's Office		✓	A wide variety of topics can be covered dealing with crime prevention and the work of the police.
Fort Worth Public Health Dept. 1800 University Dr. Fort Worth, Texas (817) 870-7213 Contact: Kathy Biernat, Education Dept.	✓	✓	A tour of the health department. Classroom presentations on a variety of health matters.
Fort Worth Star-Telegram 400 W. 7th St. Fort Worth, Texas (817) 336-9271 Contact: Receptionist, Educational Services	✓	✓	Tour includes all departments of the Star-Telegram and speakers describe the processes involved in gathering and printing the news.
Fort Worth Symphony Orchestra 4401 Trail Lake Dr. Fort Worth, Texas (817) 921-2676 Contact: Nancy Buchanan	✓	✓	A presentation including the following: History of symphony, description of types of instruments, listening to types of music, and the inner workings of an orchestra.
Fort Worth-Tarrant County Young Lawyers Association Texas Building (817) 338-4092 Contact: Receptionist		✓	Classroom presentations on law-related topics and law as a career.
Fort Worth Zoo (817) 870-7055 Contact: Zoo Education Dept.	✓		Guided tours provide students the opportunity to learn the proper care of animals and meet the people who care for the animals in a zoo.

G

Resources	FT	S	Information
Genealogy Librarian Fort Worth Public Library 300 Taylor St. Fort Worth, TX (817) 870-7740		✓	Speakers and tours to prepare students for genealogical research.
General Motors Corp. 2525 E. Abram Arlington, Texas (817) 649-6254 Contact: Office of Plant Security	✓		Tours of assembly plant are conducted at no charge Mon-Fri.
General Services Administration 819 Taylor St. Fort Worth, Texas (817) 334-2321 Contact: Marcelio Banks		✓	A general discussion on the purpose, function, and general operation of a government agency; information on how to begin a career in government service.

H

Resources	FT	S	Information
Historic Preservation Council for Tarrant County 902 S. Jennings Ave. (817) 338-0267 Contact: Marty Craddock		✓	Speakers provide information about the preservation of historical buildings in Tarrant County.

I

Resources	FT	S	Information
International Training in Communications "Toastmistress" (817) 926-2288 Contact: Crystal Ward		✓	Training in public speaking and speakers available on a variety of topics. Organized extra-curricular club for high school. For details in organizing, contact Mary Hern, 923-5382.
Inter Cultura 1810 8th Ave. Fort Worth, Texas (817) 332-4691 Contact: Nicky Holland		✓	Presentations on world cultures and their interdependence with each other.

K

Resources	FT	S	Information
Kimbell Art Museum 3333 Camp Bowie Fort Worth, Texas (817) 738-6811 Contact: Art Museum Coordinator	✓		Guided tours of the permanent collection and special traveling exhibitions are offered. A number of tours have been designed to fulfill essential elements. Slide programs on art elements, periods, world areas available. Free. Call Education Department, 332-8451
KDTN/KERA Educational Services Department 300 Harry Hines Blvd. Dallas, Texas 75201 (214)871-1390		✓	Guide for librarians and classroom teachers of educational programming to be recorded.
KTVT Channel 11 Television 4801 W. Freeway Fort Worth, Texas (817) 451-111 Contact: Penny Preston		✓	Classroom visitors to speak on directing the television news cast.
KXAS Channel 5 TV 3900 Barnett St. Fort Worth, Texas Contact: Weatherman-Channel 5	✓	✓	Tours of weather reporting facilities only.

L

Resources	FT	S	Information
League of Women Voters 101 S. Jennings Ave. Fort Worth, Texas (817) 336-1333 Contact: Linda Burgess-236-1988 for Speaker's Bureau		✓	The voting process and national, state, and local candidates are discussed by classroom speakers.

M

Resources	FT	S	Information
Modern Art Museum of Fort Worth 1309 Montgomery Fort Worth, Texas (817) 738-9215 Contact: Tour Coordinator	✓		General and special exhibition tours provided. Guided tours offer students an opportunity to view and discuss various works of modern art. Two-three weeks advance notice required. Free.

N

Resources	FT	S	Information
NAACP-National Association for the Advancement of Colored People 1063 Evans Ave. Fort Worth, Texas (817)332-8919 Contact: Receptionist		✓	Speakers available to discuss the current issues and concerns of Black Americans.
NCNB-TEXAS Marketing Department (817) 390-6161 Contact: Sami Roop		✓	Class presentations on the banking industry.
Noble Planetarium-Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Presentations allow students to explore the universe. Sophisticated multi-media equipment helps create an environment where each student's imagination is stimulated. Topics vary. Minimum cost per student.

O

Resources	FT	S	Information
Omni Theatre-Fort Worth Museum of Science and History 1501 Montgomery St. Fort Worth, Texas (817) 732-1631 Contact: Group Services	✓		Film programs on a variety of scientific and/or cultural topics. Topics vary according to available film.

P

Resources	FT	S	Information
Parenting Guidance Center 2928 W. 5th St. Fort Worth, Texas (817) 332-6348 Contact: Receptionist		✓	Topics include individual, marital, and family counseling services. Information available on effective parenting.

S

Resources	FT	S	Information
Safety Council of Fort Worth 301 Oakhurst Scenic Drive Fort Worth, Texas (817) 831-0641 Contact: Rommie Terrell or Jack Mitchell		✓	Education programs dealing with accident prevention in the home, in traffic, in the workplace, and in recreational pursuits.
Saint Joseph Hospital 1401 S. Main Fort Worth, Texas (817) 336-9371 Ext. 6815 Contact: Paula Mitchem		✓	A wide range of topics presented by individuals of Speaker's Bureau. Contact resource person for listing of topics.
Scott William Edrington Theatre 3505 W. Lancaster Fort Worth, Texas (817) 738-6509 Contact: Bill Garber	✓		Discount rates for preview of every show - $3 per student. Tour of facilities to view play set may also be arranged. Contact Mr. Garber for arrangements.
Sid Richardson Collection of Western Art Museum 309 Main Street Fort Worth, TX (817) 332-6554 Contact: Jan Brenneman	✓		Tour of museum's permanent collection includes discussion of art elements, Western artists such as Remington and Russell, and 19th and early 20th century history and civilization.
Story Patch Players 6706 Camp Bowie Fort Worth, Texas (817) 738-7549		✓	Theatrical productions for elementary students. Fee charged for services.

T

Resources	FT	S	Information
Tarrant Council on Alcoholism and Drug Abuse 617 7th Ave. Suite 305 Fort Worth, Texas (817) 332-6329 Contact: Ellen Nelson or Ramzie Gillespie		✓	Classroom presentation and video on social problems of alcohol and drug abuse.
Tarrant County Association for the Blind 912 W. Broadway Fort Worth, Texas (817) 332-3341 Contact: Wayne Pound	✓	✓	A tour of the workshop for the blind. Observe production lines and product assembly. Speakers give general overview of agency services and the disability of blindness.
Tarrant County Black Historical and Genealogical Society 1020 E. Humbolt Fort Worth, Texas (817) 332-6049 Contact: Mrs. Lenora Rolla		✓	Class presentations on Black history and genealogical methodology.

Resources	FT	S	Information
Tarrant County District Attorney 200 W. Belknap Fort Worth, Texas (817) 334-1116 Contact: Tad Howington	✓	✓	Speakers available to give overview of county government and tours of county offices and courthouse may be arranged.
Tarrant County Humane Society 1840 E. Lancaster Fort Worth, Texas (817) 332-5681 or 332-5367 Contact: Lynn Bussington		✓	Film shown about functions of the Humane Society. Question/answer session concerning abuse, neglect, and population.
Tarrant County Junior College 1500 Houston St. Fort Worth, Texas (817) 877-9212 Contact: Nila Barker		✓	Speakers available on a wide variety of topics. Contact Ms. Barker for speakers' bureau listing.
Tarrant County Juvenile Retention Center 2701 Kimbo Rd. Fort Worth, Texas (817) 834-6311 Contact: Receptionist	✓	✓	Tour of facilities for limited number of students and guest speakers available.
Teen Challenge of Fort Worth 747 Samuels Ave. Fort Worth, Texas (817) 336-8191 Contact: Receptionist		✓	A film is shown followed by a discussion and question/answer session on drug prevention.
Texas Agricultural Extension Service 200 W. Bluff St. Fort Worth, Texas (817) 334-1293 Contact: Geneva Smith		✓	A presentation discussing urban landscapes, gardening, agribusiness, plant science, etc.
Texas Christian University 3825 Hilltop Rd. Fort Worth, Texas (817) 921-7490 Contact: Charleen McGilvray	✓	✓	Tours of specific subject areas or general tour of campus may be arranged. Presentations can be made concerning choosing a college, financial aid for college, and history of TCU. Contact various departments for subject specialists.
TU Electric Service 115 W. 7th St. Fort Worth, Texas (817) 336-9411 Contact: Receptionist	✓	✓	Tour of power plant for 5th grade and up and electric service building for 9th grade up. Tours by reservation Monday-Friday. Free loan of films and programs on energy for K-12. Classroom speakers are available upon request.

Resources	FT	S	Information
Texas Employment Commission 301 W. 13th St. Fort Worth, Texas (817) 335-5111		✓	Information on choosing an occupation, making contacts in search of employment, making appointments for interviews etc.
Texas Heritage Inc. "Thistle Hill" 1509 Pennsylvania (817) 336-1212 Contact: Susan Hasker or Danelda Crouse	✓		Volunteers conduct 1/2 hour to 1 hour tours of Thistle Hill. Allows students to view the way of life of the Fort Worth Cattle barons and to participate in an architecture-scavenger hunt. Cost: $1.50per student
Texas Rangers 1250 Copeland Rd. Fort Worth, Texas (817) 273-5222 Contact: Taunee Paur		✓	Local major league baseball club maintains a speakers' bureau. Will send speakers to classrooms.

U

Resources	FT	S	Information
U. S. Air Force-Carswell A.F.B. (817) 782-7157 Contact: Sgt. Becky Robinson	✓		A drive-thru explanation of the Air Force Base, a military dog demonstration, a base fire station tour, and a tour and explanation of B-52D and KD 135 Aircraft assigned to Carswell.

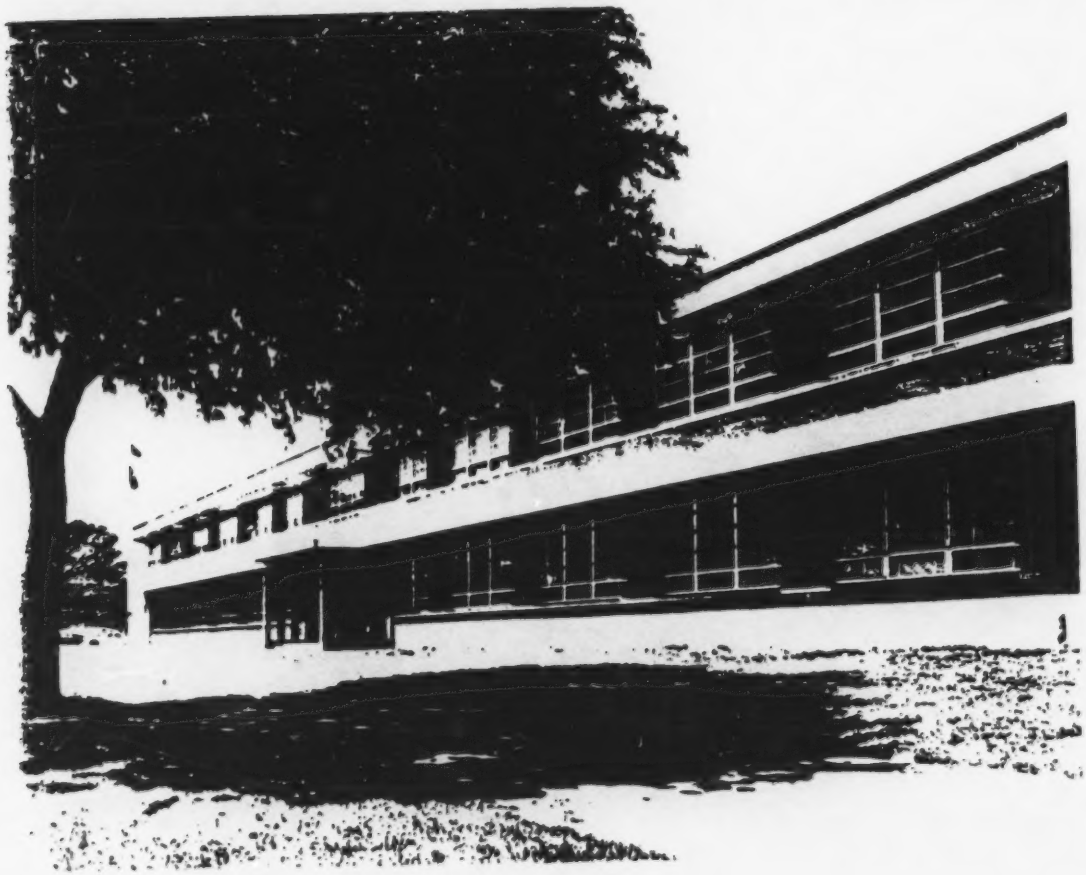
V

Resources	FT	S	Information
Vietnam Veteran's Center 1305 W. Magnolia Ave. Fort Worth, Texas (817) 921-3733 Contact: Don Waak or Hugh McKay		✓	Counselors at Vietnam Vet Center will speak to classes on their experiences in and perspectives of Vietnam.

W

Resources	FT	S	Information
Weaver and Tidwell, C.P.A.'s 1500 Sinclair Fort Worth, Texas (817) 332-7905		✓	An informal lecture/response to a question session is presented. Also, a personal financial statement slide presentation for book-keeping classes.
Women's Center of Tarrant County 1723 Hemphill Fort Worth, Texas (817) 927-4040 Contact: Mary Blasingame		✓	Classroom presentation on issues affecting women.

Fort Worth Independent School District Resources



FORT WORTH INDEPENDENT SCHOOL DISTRICT

RESOURCES

ADMINISTRATIVE STAFF

Dr. Don R. Roberts, Superintendent of Schools	878-3707
Mr. Eugene Gutierrez, Associate Superintendent, Non-Instructional Services	877-5687
Dr. Morris Holmes, Associate Superintendent, Instructional Services	878-3710
Ms. Jo Ann Houston, Assistant Superintendent, Personnel Services	878-3721
Dr. Dan Powell, Assistant Superintendent, Elementary and Secondary Education	878-3728
Dr. Midge Rach, Assistant Superintendent, Instructional Planning and Development	927-1910
Mr. Eldon Ray, Assistant Superintendent, Operations and Construction	625-9883
Mr. Joe Ross, Assistant Superintendent, Community, Employee, and Governmental Relations	878-3725
Dr. John Sawyer, Assistant Superintendent, Business and Finance	878-3705
Dr. J. D. Shipp, Assistant Superintendent, Instructional Support	878-3719

OFFICES/DEPARTMENTS

Adopt-A-School	878-3723
Art	927-0458
Athletic	335-1802
Business Transportation	534-3375
Choral and General Music	927-1768
Communications/Information Center	336-2626
Bilingual/ESL	927-0228
Curriculum	927-0845
Production/Distribution	926-2492
Elementary Schools	878-3724
High Schools	878-3734
Middle School	878-3735
Early Childhood Education	921-2823
English/Language Arts Program Director	927-1876
Foreign Language Program Director	927-0528
Gifted and Talented Program	927-0609
Health Education Program Director	921-2651
Instructional Computing Program Director	921-1774
Instrumental	926-1199
Mathematics	927-1877
Physical Education	921-2811
Professional Development	927-1900
Professional Library and Media	735-4898
Reading	927-0923
Science	927-0731
Social Studies	927-1908
Vocational and Adult Education	878-3743

PERIODICALS IN THE PROFESSIONAL LIBRARY 1989-1990

American Journal of Education

Appraisal: Science Books for Young People

Arithmetic Teacher

Bulletin of the Center for Children's Books

Classroom Computer Learning

Counselor Education and Supervision

Educational Leadership

Educational Technology

Elementary School Journal

English Journal

Equity and Excellence

Exceptional Children

Executive Educator

Five Owls

Gifted Child Quarterly

Gifted Child Today

Hornbook

Instructor

Phi Delta Kappan

Psychology Today

Reading Teacher

School Science and Mathematics

Science and Children

Science Books and Films

Science Teacher

Social Education

Social Studies

Techtrends

Journal of Counseling and Development

Journal of Learning Disabilities

Journal of Physical Education, Recreation, and Dance

Journal of Reading

Journal of School Health

Language Arts

Library Journal

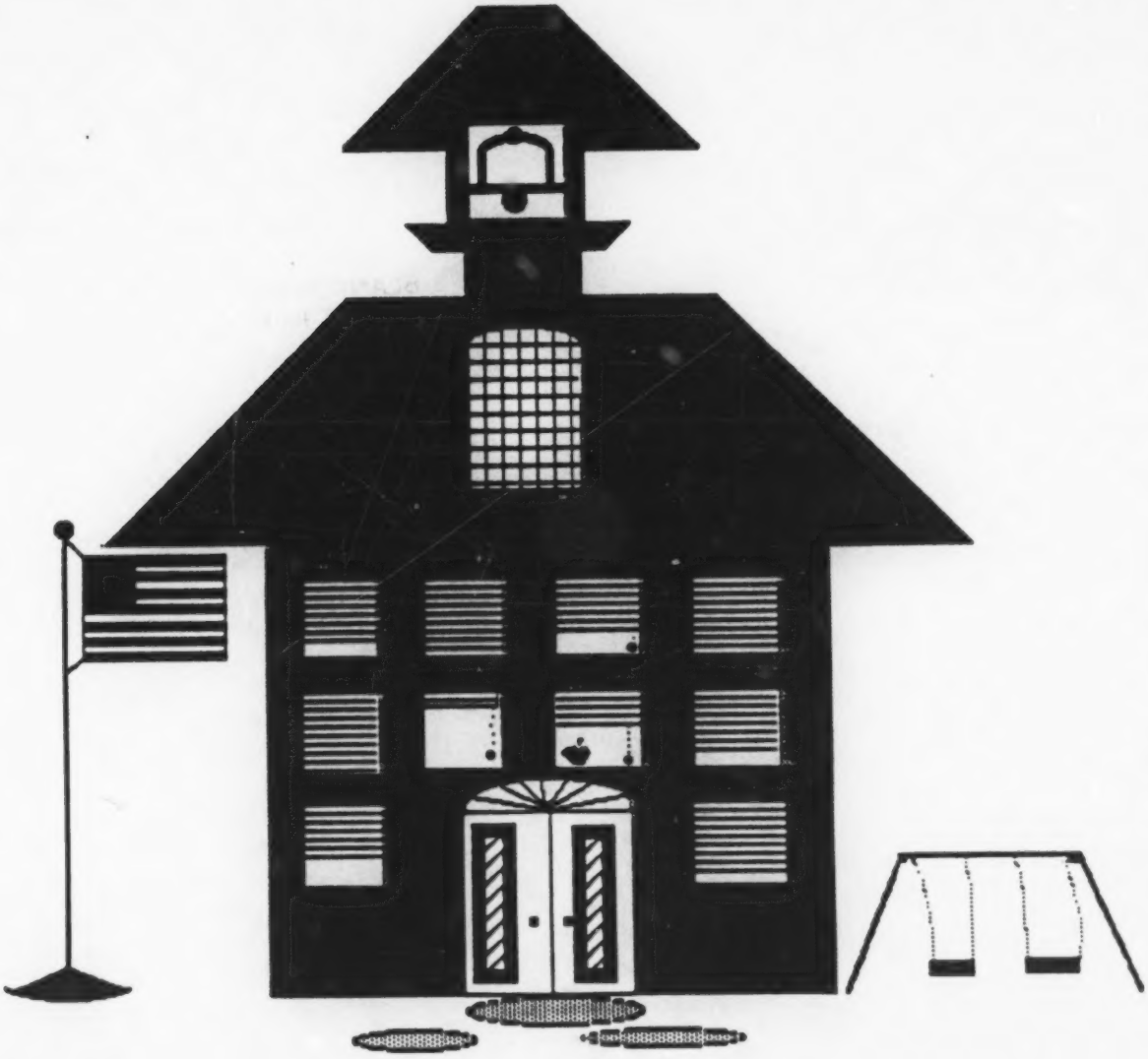
Mathematics Teacher

Modern Language Journal

Oasis

Vocational Education

School Resources



SCHOOL RESOURCES 1989-1990

Title	Name	Expertise
Principal		
Assistant Principals		
Teachers as Resources		
Special Program Coordinators		
Instructional Specialists		
Department Chairperson/ Lead Teacher		
Counselors		
Librarian		
Nurse		
Attendance Clerk		
Financial Clerk		
Head Custodian		
Food Service Manager		
PTA/PTO President		
Other		

INSTRUCTIONAL STRATEGIES

"Many instructional models have been developed for educating our youth. Instructional methods should provide opportunities for the students to organize their ideas in ways meaningful to them. We recognize that a variety of instructional methods is appropriate. Certain methods may be effective for developing skills, while another method may be more effective for higher level thought. Variety in instructional methods has been shown to be crucially important."
--Grayson H. Wheatley

Students Generally Remember:

10% of what they READ
20% of what they HEAR
30% of what they SEE
40% of what they HEAR & SEE
70% of what they SAY
90% of what they SAY as they Do

WEBBING

ANALOGIES

CRITICAL THINKING

COOPERATIVE LEARNING

GRAPHIC ORGANIZERS

CREATIVE THINKING

TEACHING STRATEGIES

for Cueing THINKING in the CLASSROOM

"Strategy 1"

Think-Pair-Share

Think-Pair-Share is a multimode discussion cycle in which students listen to a question or presentation, have time to "think" individually, talk with each other in "pairs" and finally "share" responses with the larger group. The teacher signals students to switch from "listen" to "think" to "pair" to "share" by using cues (fig. 1).

Students raise their hands only on signals, *not* directly after the question or a response. Students may write or diagram their thoughts. In this activity, teachers also give cues on options for "how" students are to think or work in pairs. For instance, teachers may cue the students to reach concensus, engage in problem solving, or assume the role of devil's advocate (fig. 2).

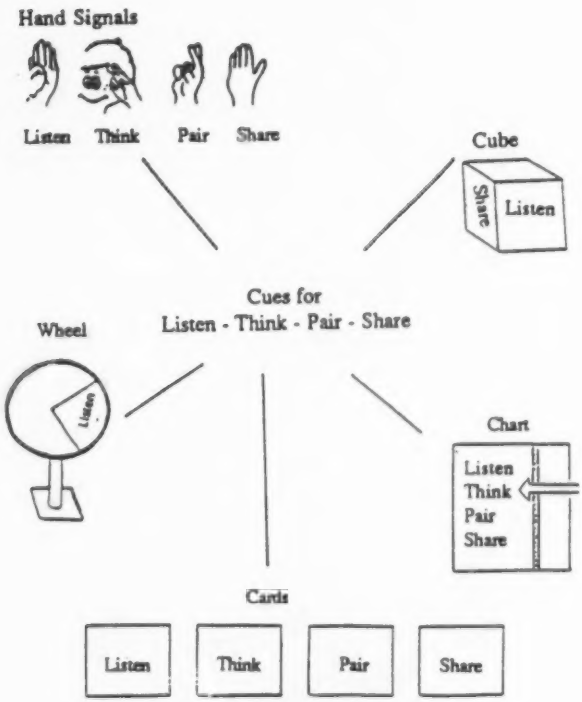


Fig. 1. Cues for Think-Pair-Share

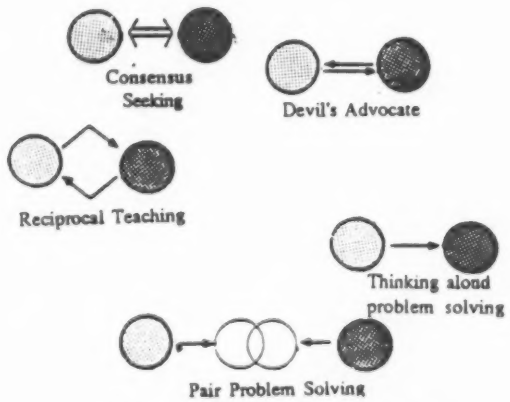


Fig. 2. Think-Pair-Share Structures

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"Strategy 2"

Reading Reference Bookmark

While you read--
Tell
yourself what the author says.
Ask
yourself if what you are reading makes sense.
Picture
what the author describes.
Identify
the main ideas.
Predict
what will come next.

If you don't understand--
Identify
the problem.
Remind
yourself of what you want to find out.
Look Back.
Look Ahead.
Slow Down.
Ask
for help.

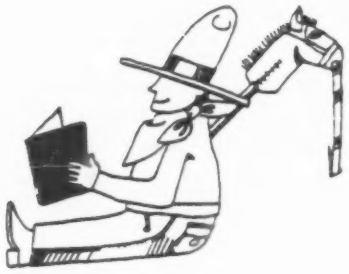
After you read--
Retell
what you read in your own words.
Summarize
the most important ideas.
Ask
yourself questions and answer them.
Picture
in your mind what the author described.
Decide
what was especially interesting or enjoyable.

Ready Reading Reference

If one analyzes the differences between good and poor readers, the importance of the strategic behaviors that good readers spontaneously employ before, during, and after their reading would be obvious.

The Ready Reading Reference bookmark was developed to summarize knowledge about "good reader" strategies. The bookmark serves as a tangible instructional tool and a concrete cue for students during independent reading.

These instructional tools can easily be made for classroom use and adapted to the appropriate grade.



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"Strategy 3"

Questioning/Discussion Strategies Bookmark

Teachers can integrate effective questioning and discussion strategies into their daily repertoires by referring to a "cueing" bookmark which features question starters on one side and discussion strategies on the other. *During classroom discussion, the bookmark reminds teachers to use these promising strategies .*

Front

Questioning for Quality Thinking

Acknowledge—Identification and recall of information
who, what, when, where, how_____?
Describe _____

Comprehension—Organization and selection of facts and ideas
Tell_____in your own words.
What is the main idea of _____?

Application—Use of facts, rules, principles
Now is _____an example of _____?
Now is _____related to _____?
Why is _____significant?

Analysis—Separation of a whole into component parts
What are the parts or features of _____?
Classify _____according to _____.
Outline/diagram/web_____.
How does ___ compare/contrast with _____?
What evidence can you list for _____?

Synthesis—Combination of ideas to form a whole
What would you predict/infer from _____?
What ideas can you add to _____?
How would you create/design a new _____?
What might happen if you combined _____
with _____?
What solutions would you suggest for _____?

Evaluation—Development of opinions, judgments, or decisions
Do you agree _____?
What do you think about _____?
What is the most important _____?
Prioritize _____.
How would you decide about _____?
What criteria would you use to assess _____?

Back

Strategies to Extend Student Thinking

- **Remember "wait time I and II"**
  Provides at least three seconds of thinking time after a question and after a response
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up the class discussion
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withold judgment**
  Respond to student answers in a non-evaluative fashion
- **Ask for summary (to promote active listening)**
  "Could you please summarize John's point?"
- **Survey the class**
  "How many people agree with the author's point of view?" ("thumbs up, thumbs down")
- **Allow for student calling**
  "Richard, will you please call on someone else to respond?"
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view
- **Ask students to "unpack their thinking"**
  "Describe how you arrived at your answer." ("think aloud")
- **Call on students randomly**
  Not just those with raised hands
- **Student questioning**
  Let the students develop their own questions
- **Cue student responses**
  "There is not a single correct answer for this question. I want you to consider alternatives."

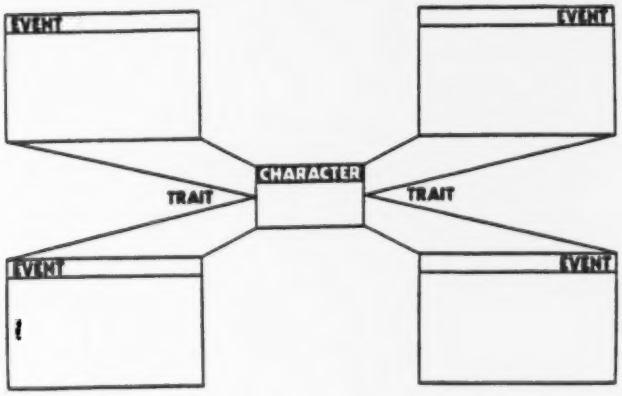
Cueing Bookmark

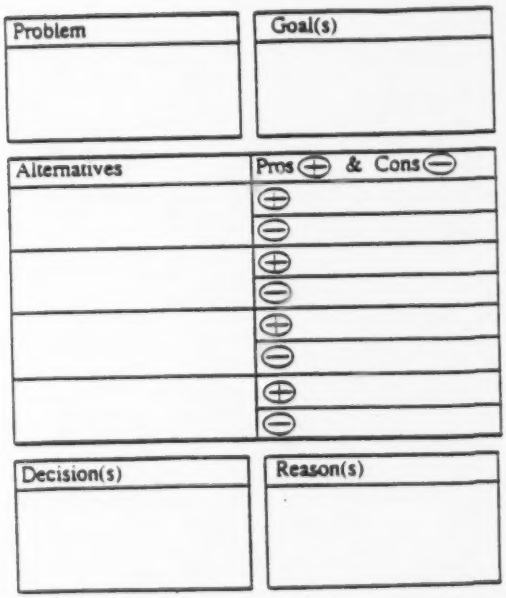
Source: Language and Learning Improvement Branch, Division of Instruction, Maryland State Department of Education, Mc Tighe, 1985. Reprinted with permission.

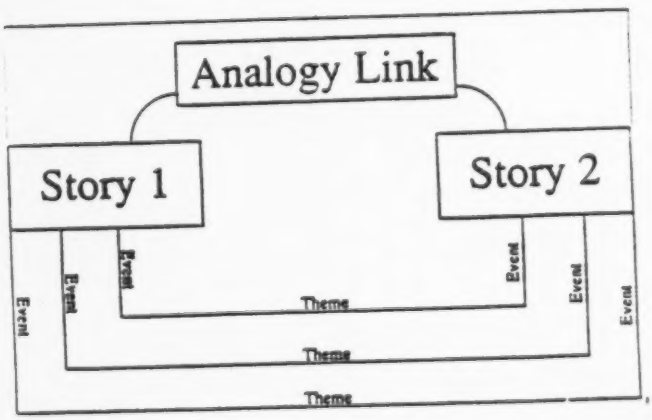
"Strategy 4"

Cognitive Mapping

Cognitive maps are effective tools for helping students improve their organizational abilities. These provide a visual, holistic representation of facts and concepts and their relationships within an organizational framework. They help students to 1) represent abstract or implicit information in more concrete form 2) depict the relationships among facts and concepts 3) generate and elaborate ideas; 4) relate new information to prior knowledge and 5) store and retrieve information. These cognitive maps become blueprints for oral discourse and written composition .







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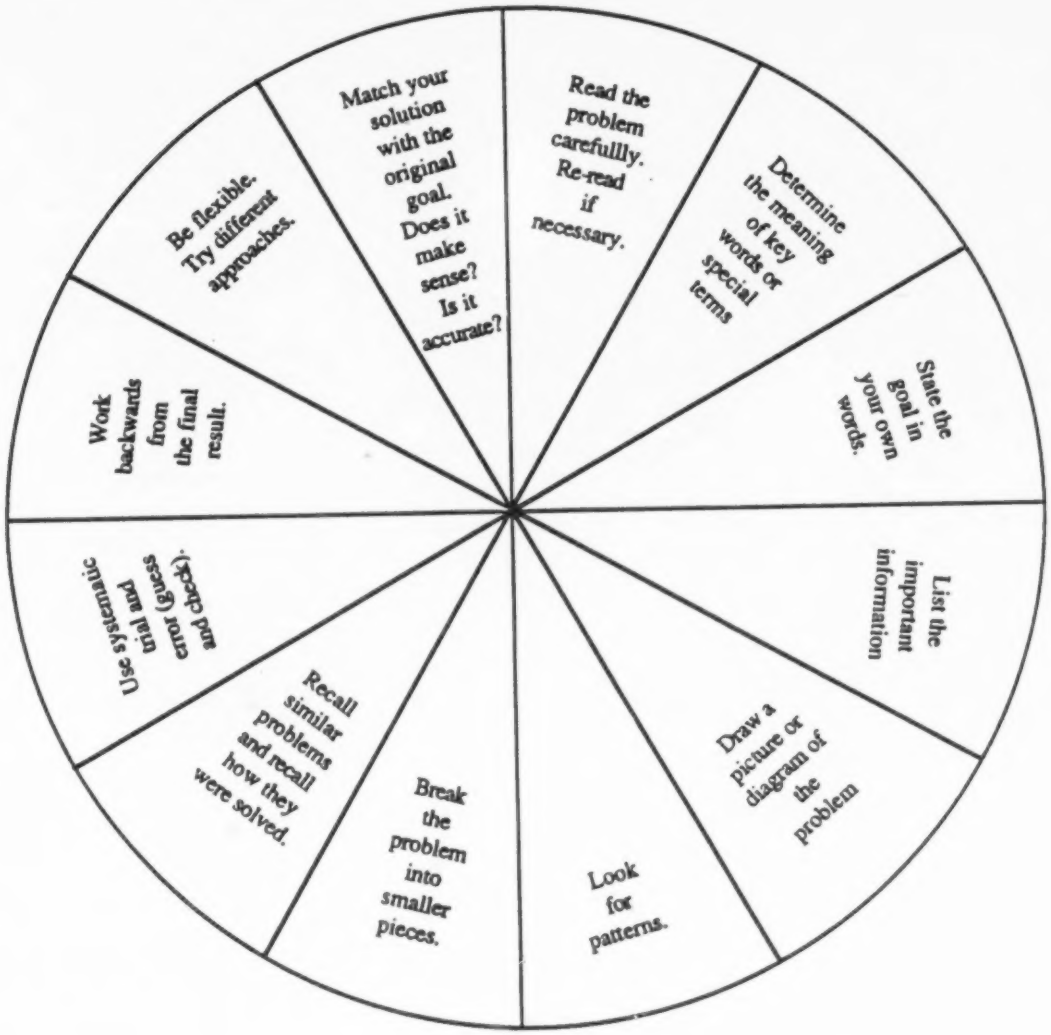
"Strategy 5"

Problem-Solving Strategies Wheel

Teachers who wish to improve student problem solving can spend classroom time examining the solution "process" along with the final answer, model their own strategic reasoning by "thinking aloud," and provide explicit instruction in problem-solving heuristics, using a *Problem Solving Strategies Wheel*. Teachers should project the wheel on a transparency or draw a wheel on a large piece of posterboard, thereby making it an instructional tool that reminds teachers and students of the strategies of the experts.


Read the problem carefullly. Re-read if necessary.
Determine the meaning of key words or special terms
State the goal in your own words.
List the important information
Draw a picture or diagram of the problem
Look for patterns.
Break the problem into smaller pieces.
Recall similar problems and recall how they were solved.
Use systematic trial and error (guess and check)
Work backwards from the final result.
Be flexible. Try different approaches.
Match your solution with the original goal. Does it make sense? Is it accurate?

Transparency

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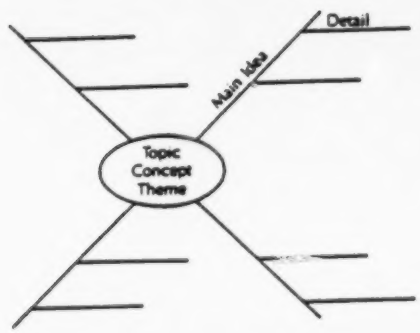
GRAPHIC ORGANIZERS

Graphic representations are visual illustrations of verbal statements. Frames are sets of questions or categories that are fundamental to understanding a given topic. Here are shown nine "generic" graphic forms with their corresponding frames. Also given are examples of topics that could be represented by each graphic form. These graphics show at a glance the key parts of the whole and their relations, helping the learner to comprehend text and solve problems.

Spider Map



Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

Continuum/Scale

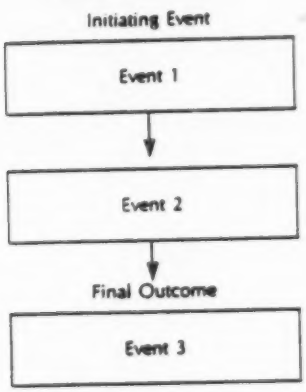
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

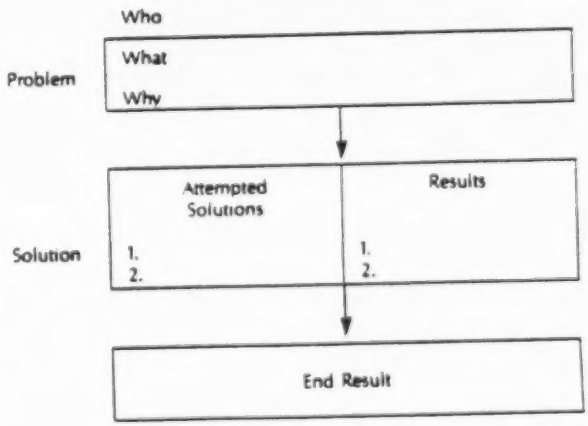
Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame questions: What things are being compared? How are they similar? How are they different?

Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Problem/Solution Outline

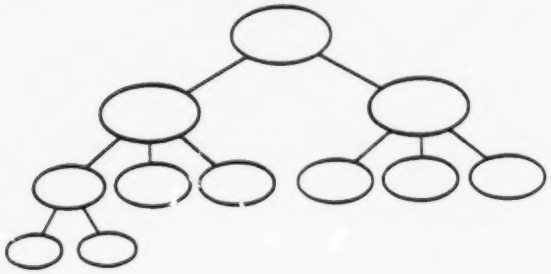


Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

a

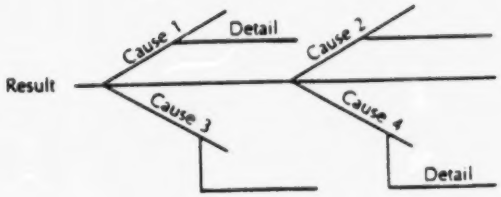
Graphic Organizers (Cont'd)

Network Tree



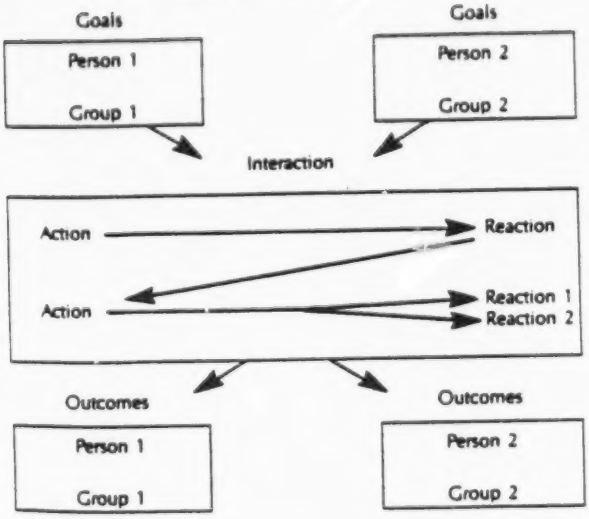
Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Fishbone Map



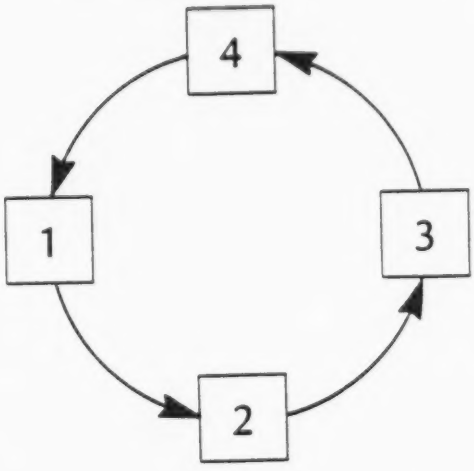
Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (European settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

b

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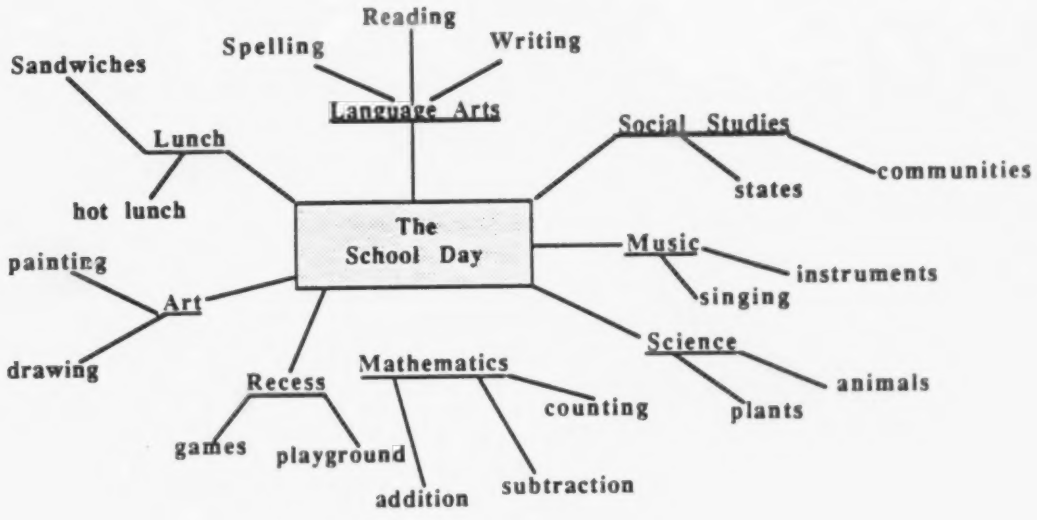
WEBBING

WEBBING is a method of brainstorming or generating ideas on a given topic in which connections among related ideas are shown. By doing a webbing activity, a teacher can determine what the class knows about a certain subject.

PROCESS STEPS:

1. **Choose a major topic.**
2. **Divide the topic into subtopics.**
3. **Show connections between related ideas.**



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DECISION MAKING

DECISION MAKING is a process leading to the selection of one of several options after consideration of facts, ideas, possible alternatives, probable consequences, and personal values.

PROCESS STEPS:

1. **Identify the problem.**
2. **Think of alternative solutions.**
3. **Establish criteria for weighing each alternative.**
4. **Weigh the alternatives on the basis of the criteria.**
5. **Choose the alternative which is rated best.**
6. **Give reasons for your choice.**

CRITERIA

SOLUTIONS	Easy to make and take	Good for you	Tastes good
Popcorn			
Cup cakes			
Apples			

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TASK ANALYSIS

TASK ANALYSIS is a system for breaking down a task into fundamental skills and subskills. The first step is to define the final performance goal and then to list the skills necessary to attain that goal. This skill is fundamental in problem-solving activities.

PROCESS STEPS:

1. **Define the final performance goal.**
2. **List the steps and skills necessary to reach that goal.**
3. **Follow the steps to determine if they produce the goal.**

BRAINSTORMING

The Goal of Brainstorming is to:

1. PRODUCE MANY RESPONSES
2. ACCEPT ALL RESPONSES
3. WITHHOLD PRAISE OR JUDGMENT OF ANY SINGLE RESPONSE GIVEN
4. PROVIDE AN ACCEPTING ATMOSPHERE
5. HITCHHIKE ON EACH OTHER'S IDEAS
6. AIM FOR QUANTITY—NOT ALL RESPONSES WILL BE OF HIGH QUALITY

GENERALIZATION

A GENERALIZATION is a rule, principle, or formula that governs or explains a number of related situations.

PROCESS STEPS:

1. **Collect, organize, and examine the material.**
2. **Identify the common characteristics.**
3. **Make and state a generalization based on the common characteristics.**
4. **Find other instances in which the generalization is true.**
5. **Try to transfer the generalization to other situations or uses.**

ANALOGY

An **ANALOGY** is a comparison which points out similarities between two things that might be different in all other respects or circumstances.
Example: Shoe is to foot as mitten is to (hand).
Nose is to smell as ear is to (hear).

PROCESS STEPS:

1. **Select items that are to be compared.**
2. **Identify the common clues in the items.**
3. **Determine how the first two items are related.**
4. **Complete the analogy by choosing the item that relates to the third item in the same way.**

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CREATIVE THINKING STRATEGIES

FLUENCY

FLUENCY is the ability to produce common responses to a given situation. The emphasis is on quantity rather than on quality. The intent is to build a large store of information or material for further, selective use.

PROCESS STEPS:

1. **Define the situation and determine the category.**
2. **Ask the students for many responses.**
3. **Follow brainstorming rules.**
4. **List all ideas given.**

FLEXIBILITY

FLEXIBILITY is the ability to respond in a variety of categories, to group responses into new uses for familiar objects or situations. Flexibility requires thinking beyond the usual and obvious to the new and original. In the story of the OX-CART MAN, who would expect the farmer to sell his boxes, his ox-cart, his ox, and the ox's yoke and harness, walk home, and begin over again? As with flexibility, the best responses require time to develop. Students need time to incubate the best ideas.

PROCESS STEPS:

1. **Identify the information to be used.**
2. **Examine the items to be used.**
3. **Identify many categories for the material.**
4. **Respond with new and creative categories or uses.**

ORIGINALITY

ORIGINALITY is the ability to generate novel, nontraditional, or unexpected ideas and to interpret these ideas in clever, unique products.

PROCESS STEPS:

1. **Determine and define the situation.**
2. **Ask for original, unique ideas.**
3. **Provide products for sharing the original idea.**

ELABORATION

ELABORATION is the process of adding details to an existing product. Introduce the story by discussing stories of fairies, princesses, knights, kings, and dragons. Help the students elaborate on the basic design of a dinosaur to create a dragon.

PROCESS STEPS:

1. **Examine the basic idea or object to be changed or improved by elaboration.**
2. **Define the basic idea.**
3. **Decide how to add to or expand on the basic idea to make it more interesting or complete.**
4. **Add details to develop a more interesting or useful idea.**

DISCOVERY

DISCOVERY is a method of teaching the processes of science or problem solving in which the teacher silently conducts the demonstration and the students attempt to determine why what is shown occurs.

PROCESS STEPS:

1. **Silently show the demonstration after telling the group to watch carefully and challenging them to try to determine why what they see occurs.**

2. **Collect observations on the chalkboard.**

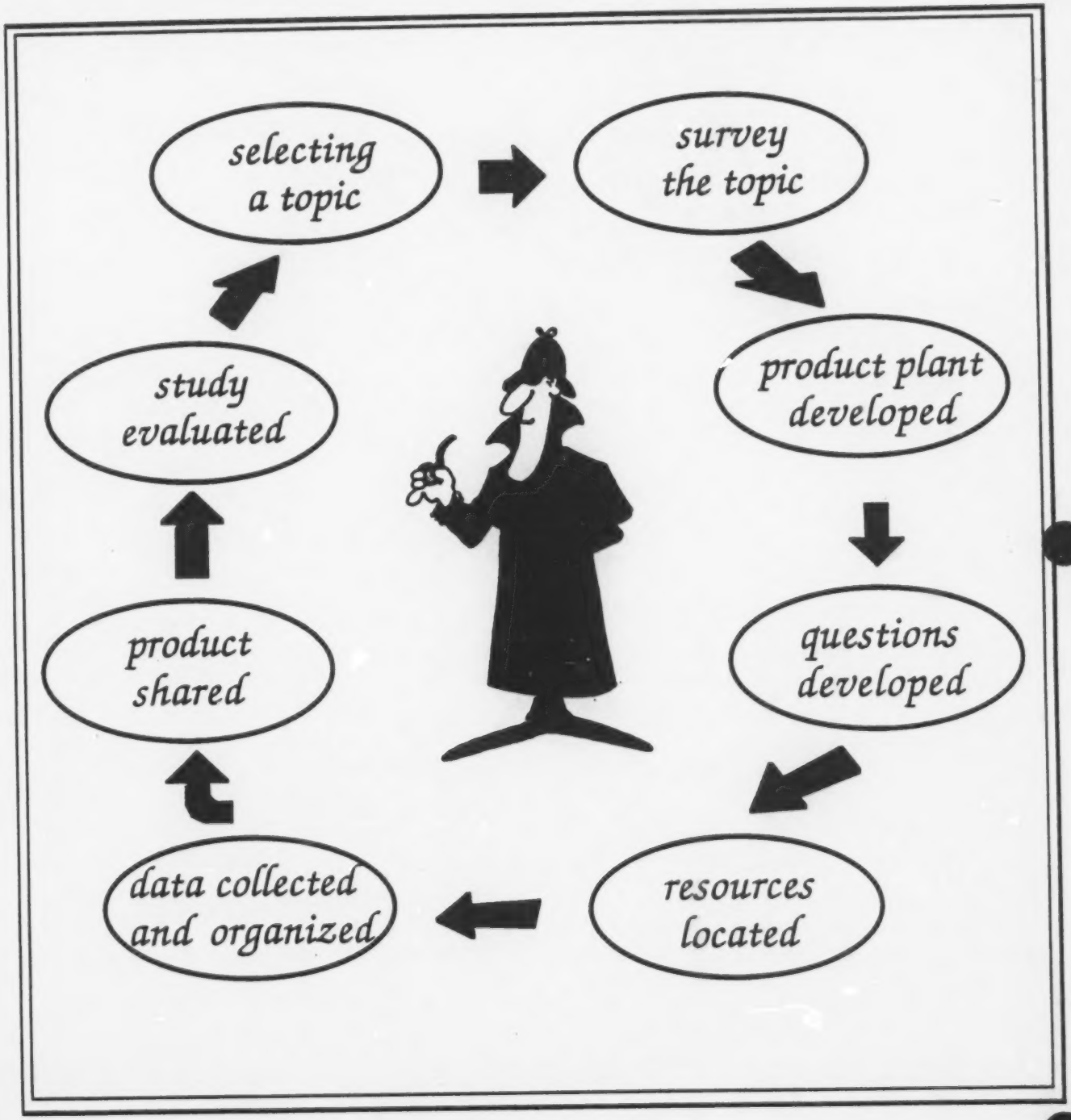
3. **Have the class ask questions that can be answered by yes or no in order to obtain information to supplement their observations.**

4. **Ask if there are any operational questions that could be investigated or other demonstrations that need to be done in order to supply more information. Allow time to investigate or to perform the desired demonstrations.**

5. **Collect on the chalkboard those points or factors that the class deems important to the problem solution.**

6. **Call for a solution, or multiple solutions, to the problem. Children should not only present their solutions but also present supporting evidence from the problem-solving session.**

THE INDEPENDENT STUDY MODEL



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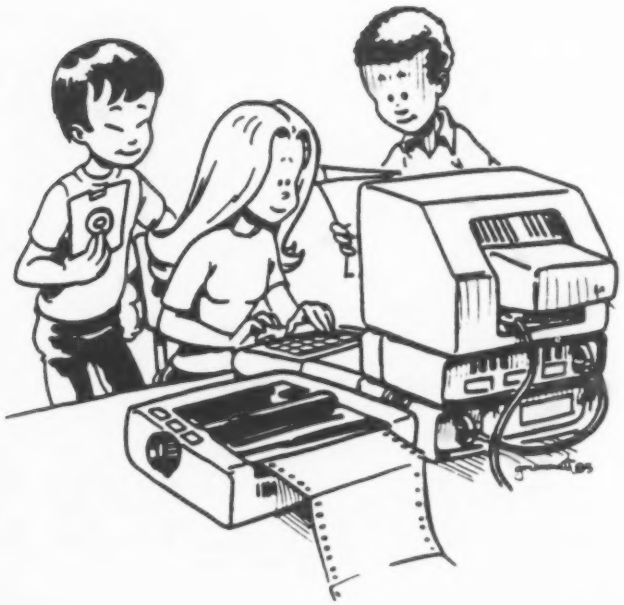
COOPERATIVE LEARNING

Cooperative learning is a systematic model for teaching content while having students practice skills necessary for effective group work. The basic principles of cooperative learning are:

1. **Face-to-face interaction**
2. **Individual accountability**
3. **Positive interdependence**
4. **Social skills**
5. **Group processing**



QUICK COOPERATIVE STARTERS

Learning Partners: Ask the students to turn to a neighbor and ask him/her something about the lesson, to explain a concept you've just taught, to explain the assignment, to explain how to do what you've just taught, to summarize the three most important points of the discussion, or whatever fits the lesson.

Reading Groups: Students read material together and answer the questions. One person is the Reader, another the Recorder, and the third the Checker (who checks to make certain everyone understands, agrees with, and can explain the answers). They must come up with three possible answers to each question and circle their favorite one. When finished, they sign the paper to certify that they all understand, agree on, and can explain the answers.

Bookends: Before a film, lecture, or a reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

Jigsaw: Each person reads and studies part of a selection with a partner, practices teaching the section with a new partner (student studying same section from another group), then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows all parts thoroughly.

Drill Partners: Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works for spelling, vocabulary, math, grammar, test review, etc. Give bonus points on the test if all members score above a certain percentage.

Reading Buddies: In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

Worksheet Checkmates: Have two students, each with different jobs, do one worksheet. The Teacher reads, then suggests an answer; the Writer either agrees or comes up with another answer. When they both understand and agree on an answer, the Writer can write it.

Homework Checkers: Have students compare homework answers, discuss any they have not answered similarly, then correct their papers and add the reason they changed an answer. Make certain everyone's answers agree, then staple the papers together. Grade one paper from each group and give group members that grade.

Test Reviewers: Have students prepare each other for a test. They get bonus points if every group member scores above a preset level.

Composition Pairs: Student A explains what she/he plans to write to Student B; while Student B takes notes or makes an outline. Together they plan the opening or the thesis statement. Then Student B explains while Student A writes. They exchange outlines and use them in writing their papers.

Problem Solvers: Give groups a problem to solve. Each student must contribute part of the solution. Groups can decide who does what, but they must show where all members contributed. Or, they can decide together, but each must be able to explain how to solve the problem.

Computer Groups: Students work together on the computer. They must agree on the input before it is typed in. One person is the Keyboard Operator, another the Monitor Reader, a third the Verifier (who collects opinions on the input from the other two and makes the final decision). Roles are rotated daily so everyone gets experience at all three jobs.

Book Report Pairs: Students interview each other on the books they read, then they report on their partner's book.

Writing Response Groups: Students read and respond to each other's papers three times:

1. They mark what they like with a star and put a question mark anywhere there is something they don't understand or think is weak. Then they discuss the paper as a whole with the writer.

2. They mark problems with grammar usage, punctuation, spelling, or format and discuss it with the author.

3. They proofread the final draft and point out any errors for the author to correct.

Teachers can assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

Report Groups: Students research a topic together. Each one is responsible for checking at least one different source and writing at least three notecards of information. They write the report together; each person is responsible for seeing that his/her information is included. For oral reports, each must take a part and help others rehearse until they are at ease.

Summary Pairs: Have students alternate reading and orally summarizing paragraphs. One reads and summarizes while the other checks the paragraph for accuracy and adds anything left out. They alternate roles with each paragraph.

Elaborating and Relating Pairs: Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

Circles of Learning

Johnson, D,. W., Johnson, R. T., & Holubec, E. (EDS., 1988), *Cooperation in the Classroom* (revised ed.). Edina, MN: Interaction Book Company.

PROBLEM-SOLVING SEQUENCE

by L. S. Shulman

1. **Problem sensing,** in which a person initially detects, to his discomfort, that some kind of problem or incongruity exists.

2. **Problem formulating,** wherein the person subjectively defines a particular problem and develops his own anticipated form of solution.

3. **Searching,** in which the individual questions, hypothesizes, gathers information, and occasionally backtracks.

4. **Problem resolving,** the final phase in which the person becomes satisfied that he has solved the problem or "found out why," thus removing the disequilibrium.

PROBLEM-SOLVING HEURISTICS

by Stephen Krulik and Jesse Rudnick

1. **Read**

   1a. Note key words.
   1b. Get to know the problem setting.
   1c. What is being asked for.
   1d. Restate the problem in your own words.

2. **Explore**

   2a. Draw a diagram, or construct a model.
   2b. Make a chart. Record the data.
   2c. Look for patterns.

3. **Select a Strategy**

   3a. Experiment
   3b. Look for a simpler problem.
   3c. Conjecture/guess.
   3d. Form a tentative hypothesis.
   3e. Assume a solution.

4. **Solve**

   4a. Carry through your strategy.

5. **Review and Extend**

   5a. Verify your answer.
   5b. Look for interesting variations on the original problem.

Instructional Planning Models

The key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant atmosphere in the class, and puposeful activity free from dead spots and waste motion—in short, good planning promotes worthwhile learning. No one can teach well for long without planning well.

—Leonard H. Clark

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

Compare and contrast life in the various American Colonies

OBJECTIVES

1. Describe the influence of geography, government, and religion on the growth and development of the New England Colonies.
2. Describe the influence of geography, government, and significant persons and groups on growth and development of the Middle Colonies.
3. Describe the influence of geography, economics, and slavery on growth and development of the Southern Colonies.

ASSESSMENT TYPES

Assessment Type # 1

Using the map, label the Middle Colonies, their major cities, and bodies of water.

Assessment Type # 2

Writing Assignment: Discuss at least three examples of how geography affected growth and development of the Middle Colonies. Be sure to elaborate on your examples.

Assessment Type # 3

Divide students into six groups. From a list of individuals and groups who influenced development of the Middle Colonies, each group will select a subject for research and organize the information collected. Research reports will be presented orally. (Information maps could be presented on charts or as mobiles.)

Other Assessment Types

- Individual Student Projects
- Teacher Observations
- Independent Research
- Other products such as murals, timelines, and models

PLANNING MODEL

UNIT/MAJOR OBJECTIVE

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INSTRUCTIONAL ACTIVITIES

Instructional Activity # 1

Using a wall map, locate the Middle Colonies. As each colony is located, ask students to discuss the following:

- How did geography affect development?
- What were the major cities and resources?
- What groups settled in the colony?
- Describe what social life was like and how it was influenced by geographic factors (e.g., weather, natural resources, proximity to other colonies)

Instructional Activity # 2

Divide class into four groups. Assign each group one of the Middle Colonies. Have them imagine they are proprietors and must decide on five laws they will make for their colonies. Students will publish their "charters" and be able to discuss the rationale for their charter and the similarities and differences among all of the charters.

Instructional Activity # 3

As the teacher delivers a mini-lecture, students will take notes by completing the matrix outline. Students will discuss any noted similarities and differences among the geography, government, and significant persons and groups in each colony.

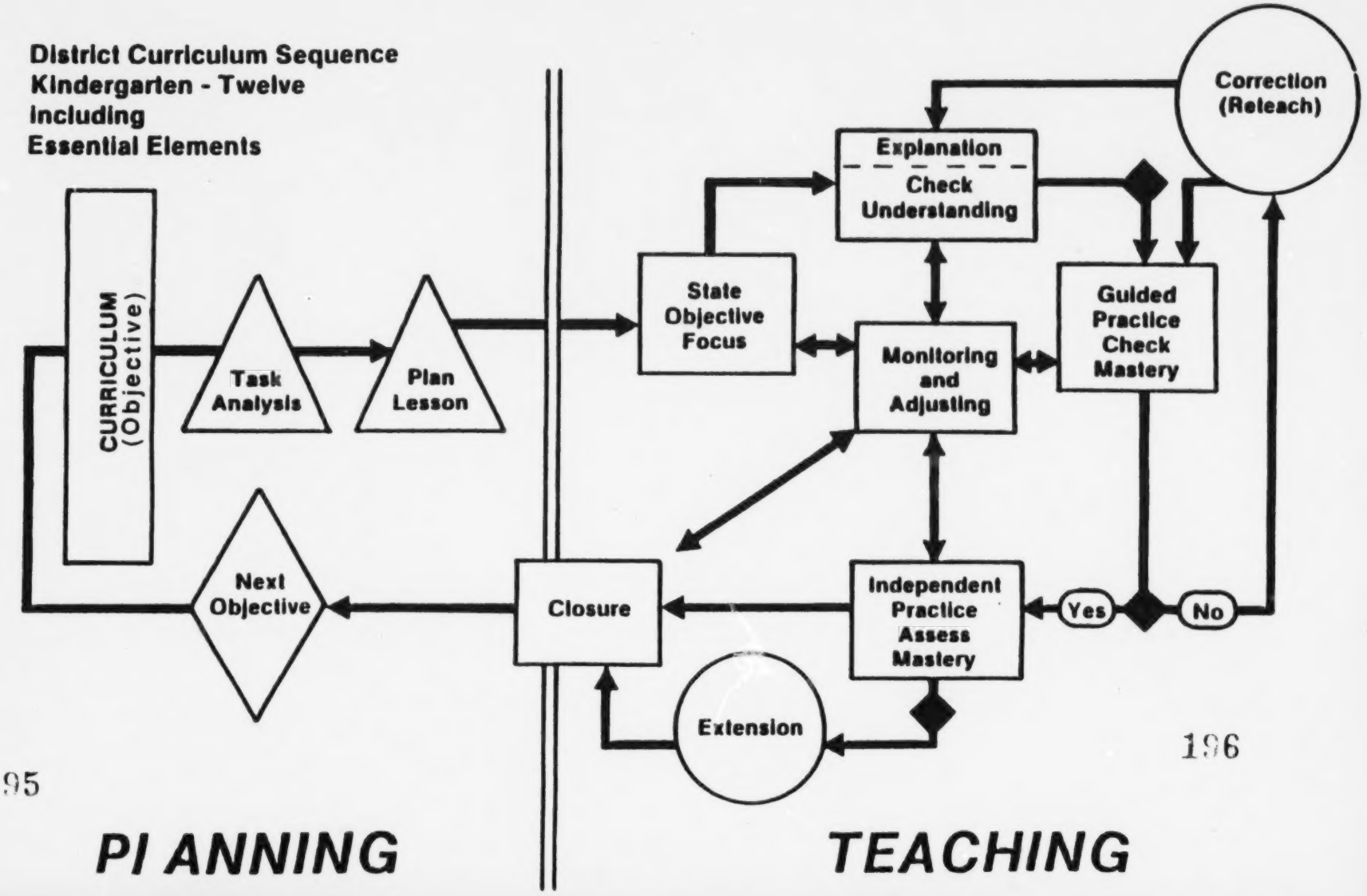
Colonies	Geog.	Govt.	Sig. Groups	Sig. Persons
PA				
NY				
NJ				
DEL				

Other Instructional Activities

- Field trips to local museums to examine artifacts and original sources
- Small cooperative discussion groups
- Interrupted film technique with guided discussion
- Review and discussion of Colonial literature

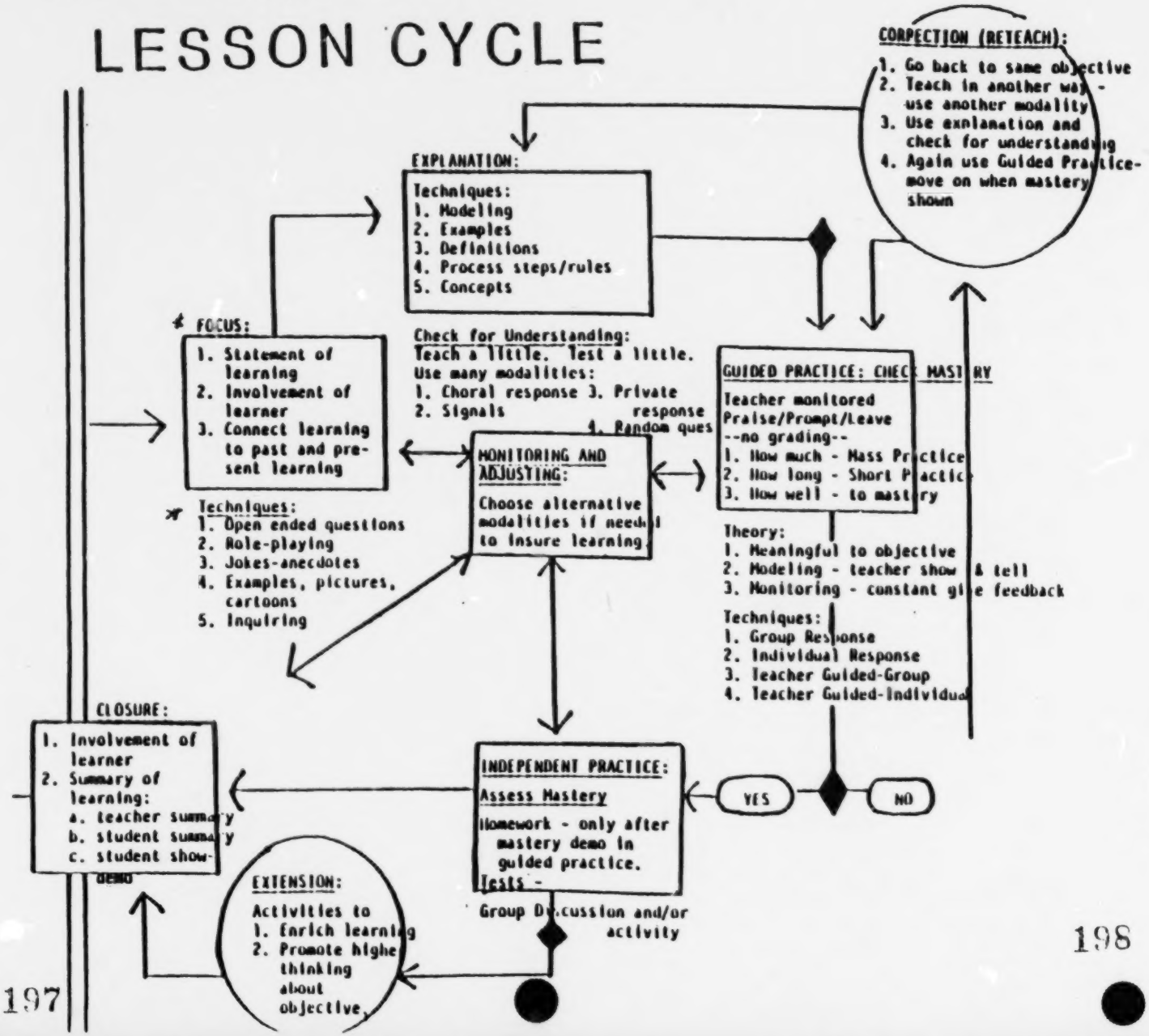
MODEL FOR EFFECTIVE TEACHING

A LESSON CYCLE



MODEL FOR EFFECTIVE TEACHING

LESSON CYCLE



TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 5, 1991.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

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